

Academic Catalog 2003-2004

MARY WASHINGTON COLLEGE

JAMES MONROE
C E N T E R

For Graduate and Professional Studies



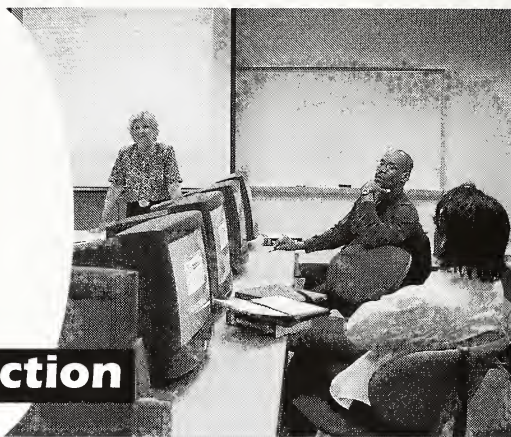


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Individuals should consult with their Academic Program Director, Faculty Advisor, or the Office of Advising and Student Services to assure that they have the most current information.

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Introduction

The James Monroe Center Academic Catalog is a supplement to the Mary Washington College Academic Catalog, which includes official announcements of academic programs and major policies. Detailed policies of admission, financial aid, student life, and academic affairs are published annually in separate documents, which may be obtained from the administrative offices responsible for those areas. Students are responsible for knowing the policies of the College.

Although the listing of courses in this catalog indicates the content and scope of the curriculum, changes do occur, and the actual offerings in any term may differ from those indicated in preliminary announcements. Because programs and policies change from time to time according to procedures established by the faculty and administration of the College, statements in this catalog do not constitute an actual or implied contract between the student and the College.

Mary Washington College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the degrees of Bachelor of Arts, Bachelor of Liberal Studies, Bachelor of Professional Studies, Bachelor of Science, Master of Science in Elementary Education, Master of Education, Master of Business Administration, and Master of Arts in Liberal Studies.

Mary Washington College's James Monroe Center for Graduate and Professional Studies

MWC Statement of Institutional Purpose

Mary Washington College, as a predominantly residential and primarily undergraduate, limited-enrollment institution of the liberal arts and sciences, is distinctive within the Virginia system of higher education. Emphasis upon excellence in the pursuit of liberal learning has traditionally been at the core of the College's educational philosophy. Commitment to this concept will continue in the years ahead.

The College maintains that a broad liberal education—that is, one based upon freedom in inquiry, personal responsibility, and intellectual integrity—is the best preparation for citizenship and career. Thus the goal of the instructional and experiential program is to offer to students courses of study and cocurricular opportunities that together provide them with a sound general education, enhance their understanding of their responsibilities as citizens in the broader community, and develop the skills necessary for creative and productive lives.

Toward the achievement of those goals, the College requires its undergraduates to pursue broad studies in the arts, the humanities, and the sciences as a necessary supplement to concentration in a particular field. Moreover, consistent with the principles of liberal learning, the College places high value upon cultural diversity and global awareness, and seeks through its curricular offerings to reflect that diversity and promote that awareness.

The College regards the provision of high-quality instruction as its most important function. The role of faculty research and scholarly endeavor in this context is to maintain the vitality of teaching; and accordingly, the College encourages such research and scholarship. Furthermore, it especially encourages the participation of undergraduate research.

Mary Washington College is sensitive to the educational needs of the growing population within its commuting region. To address such concerns it has established undergraduate and graduate degree programs designed especially for adult part-time students and has developed a number of public service activities to assist in meeting special community needs.

In response to accelerating demographic changes that have increased the demand for educational services within the region, the College has developed the James Monroe Center for Graduate and Professional Studies (located at a new campus in nearby Stafford County). Pursuant to its own distinctive mission, the James Monroe Center is designed to offer programs appropriate to the region's economic development needs and to provide educational opportunities for the personal lifelong objectives of the citizens of the region.

JMC Mission Statement

The Stafford Campus of Mary Washington College supports regional economic development and personal lifelong learning and professional advancement through quality full-time and part-time educational programs and appropriate ancillary services. With upper-level undergraduate courses in job-related professional and technical areas, it offers baccalaureate degree completion programs to supplement regional community college education. For area workers and professionals with baccalaureate degrees, this campus offers several post-baccalaureate certificate programs and master's degrees. These include programs developed through partnerships with other institutions and by cooperative agreements with Virginia's public research universities. Professional certification/re-certification programs, individual professional development courses, and continuing education courses and seminars are also offered. These programs and courses are provided in a variety of settings – traditional classroom, business-place-on-site, distance learning – and delivered with an emphasis on state-of-the-art information and instructional technology. The composition of the curricula and faculty remains flexible in order to respond to the changing needs of the students and businesses the campus serves.

The Stafford Campus is, to a degree, administratively and operationally dependent upon the Fredericksburg Campus of Mary Washington College. However, it is academically independent, with its own faculty and its own distinct courses and degree offerings, tailored to the needs of residents and businesses within a commuting radius. None of the courses or degree offerings duplicates or overlaps the courses and degree offerings of the traditional residential liberal arts college in Fredericksburg.

The Campus operates on a schedule consistent with the needs of the adult commuter students, with classes, advising, and other services available during the evening and on weekends as well as during normal weekday business hours. It also provides on-site consultation for business practitioners through the Rappahannock Region Small Business Development Center.

Community Values

Several elements contribute significantly to the fulfillment of the College's mission. One is the encouragement of, and respect for, individual and cultural diversity. The College also insists upon an atmosphere of civility and tolerance consistent with the ideals of a community of scholars. Toward that end, the College embraces a statement of community values and expectations concerning the behavior of its members. This statement declares that:

Mary Washington College is an academic community dedicated to the highest standards of scholarship, personal integrity, responsible conduct, and respect for the individual. We hold among our foremost common values:

- *The importance of personal integrity as reflected in adherence to the Honor Code,*
- *The right of every individual to be treated with dignity and respect at all times,*
- *The acceptance of and respect for diversity in our community and adherence to the College's Statement of Non-Discrimination, and*
- *The freedom of intellectual inquiry in the pursuit of truth.*

As members of the College community, we refuse to tolerate behavior that in any way compromises or threatens these values.

Honor System

Another element basic to the College's mission is adherence to the Honor System, which constitutes one of the distinctive features of student life at Mary Washington College (MWC) and the James Monroe Center (JMC). This system, based upon the integrity of each student, provides that a student shall act honorably in all facets of campus life. The Honor Pledge, required on quizzes, examinations, and other coursework, means that the work that the student submits is the student's own, completed according to requirements for the course as determined by the instructor. Lying, cheating, and stealing are specific infringements on the Honor Code. In the case of an alleged violation, an elected Honor Council conducts a trial, with the verdict determined by a randomly selected jury of students. In the case of a conviction, the student may receive punishment ranging from probation to permanent dismissal from the College. All students and faculty should understand that by joining MWC and JMC they commit themselves to living by and upholding the Honor System.

MWC Statement of Non-Discrimination

Mary Washington College subscribes to the principles of equal opportunity and affirmative action. The College does not discriminate on the basis of race, color, religion, disability, national origin, political affiliation, marital status, sexual orientation, sex, or age in recruiting, admitting, and enrolling students or in hiring faculty and staff members. The College will not recognize or condone student, faculty, or staff organizations that discriminate in selecting members. Complaints of discrimination or questions should be directed to the AA/EEO Officer of the College.



Academic Resources

Office of Admissions for Adult Programs

The Office of Admissions for Adult Programs is the primary point of contact for prospective JMC students interested in the Bachelor of Professional Studies, Post-Baccalaureate Initial Teacher Licensure, Master of Education, and Master of Business Administration programs. Prospective students should contact the admissions office to attend information sessions, schedule individual interviews, or to request JMC application materials. New students and students seeking re-admission after an absence of five or more years must apply through the admissions office. The admissions office provides services that include:

- ◆ Information and application materials for JMC programs,
- ◆ General and specialized information sessions,
- ◆ One-on-one pre-admission counseling,
- ◆ Transfer credit evaluation for the Bachelor of Professional Studies,
- ◆ Review of applications, and
- ◆ Ongoing communication with prospective students throughout the admissions process.

Office of Advising and Student Services

The Office of Advising and Student Services provides the services necessary for planned enrollment in and completion of JMC degree and certificate programs. Services include:

- ◆ Academic advising while enrolled in course(s),

- ◆ Review and approval of course selections and registration,
- ◆ Review of previous higher education experience in relation to transfer credit,
- ◆ Specialized advising for students in academic jeopardy,
- ◆ Referrals for employment/career advising through the Professional Internship Program (PIP) in preparation for continued or new employment after program completion,
- ◆ Pre-matriculation advising in preparation for enrollment in specific courses and programs, and
- ◆ Degree completion audits.

The Office of Advising and Student Services also serves as a clearinghouse for all student services. Professional staff is available to provide advising services to students on a scheduled or a walk-in basis. Additional services include financial aid referrals, disability service referrals, and academic skills workshops.

JMC Board on Academic Standing

The JMC Board on Academic Standing is a body that reviews academic actions regarding whether or not a student is qualified for continued enrollment based on academic rules, policies, and regulations. This body consists of one member of the Academic Council, three full-time teaching faculty members, one member of the Academic Support Division, and an academic counselor from the Office of Advising and Student Services.

Computer Labs

JMC has three computer labs that are available for student use during regular Center hours when not in use for a class. The labs are managed by the information technology support staff. All lab computers provide Internet access as well as instructional programs and the latest business software.

Internship (Professional Internship Program)

JMC offers students professional internships, allowing qualified individuals opportunities to complete professional projects where they may apply and expand their knowledge under expert guidance. Faculty in the various JMC programs supervise the interns. Academic credit, typically three credits, is awarded for the experience. No more than six internship credits may count toward the minimum number of credits required in a major or concentration. Only degree-seeking students who have transferred/accumulated at least 45 credits toward the degree with at least 12 semester credits completed at JMC with an overall 2.5 grade-point average (GPA) are eligible to participate in the Professional Internship Program (PIP).

Graduate students must have completed a minimum of 6 semester credits in JMC coursework and have earned a 3.0 GPA or higher as a degree student to be eligible for an internship project. Students who are interested and eligible to participate in the internship program must contact the JMC Internship Director.

Students who wish to do an internship at an agency where they already have completed an internship, or at an agency where they have been employed or volunteered, or in a JMC/MWC administrative office, must seek approval from the Academic Program and the JMC Internship Director. Instructions for these specially approved internships are available in the Office of Career Services at JMC. (Applies to undergraduate and graduate programs).

Instructional Development Lab

The Instructional Development Lab (IDL) at JMC is located in Room 110. The purpose of the lab is to provide faculty, staff and students with the hardware and software tools needed to produce high-quality multimedia presentations. The hardware available includes flatbed scanners, negative/slide scanners, video capture equipment and CD-Writers. The software installed allows for editing of graphic images, video production and creating PDF documents.

Library

The JMC Library, located on the second floor of JMC, promotes a library user instruction program designed to instill information literacy, lifelong learning, and critical thinking skills in the student community. It does this by providing reference service in person and using interactive technologies, course-related library instruction, and Web-based tutorials. The JMC Library's collection consists of a small circulating book collection, a non-circulating reference collection, journals in many formats, and a reserve desk. Students and faculty have full access to the print and electronic collections that exist at the Simpson Library on the Fredericksburg campus of MWC, through document delivery or by visiting the Simpson Library in person. The libraries' shared catalog, VIRTUA, is available on the World Wide Web from the JMC Library home page. Equipped with computers that are linked to MWC's network, the JMC Library provides access to the full array of Web-based resources made available by the Virtual Library of Virginia (VIVA). These databases are proprietary, available only to paid subscribers or qualified users of the services. JMC students can access these databases from any computer in JMC, the Fredericksburg campus of MWC, or from home with a password. The JMC Library also supports an extensive interlibrary loan service.

See the JMC Library home page at <http://www.jmc.mwc.edu/libr/> for detailed descriptions of services offered, current policies, and resource collections.

Office of Disability Services

Through the Office of Disability Services, JMC provides reasonable and appropriate accommodations to qualified students with disabilities. These accommodations may include – but are not limited to – extended time on tests, note taking assistance, sign language interpreters, enlarged print materials, permission to tape record lectures, and distraction-reduced testing sites.

In order to receive services, students must provide appropriate professional documentation of a substantially limiting disability and discuss appropriate accommodations with the Director of Disability Services. Documentation guidelines for specific disabilities may be found on the Disability Services Web site at <http://www.mwc.edu/ods/> or by requesting it from the office at 540/654-1266. The Director verifies the disability, assists in arranging reasonable accommodations, and acts as a liaison between students, faculty, and administration on issues relating to services or accommodations.

Testing

College Level Examination Program (CLEP) tests are computer-based only and available Monday through Friday from 9 a.m. until 2 p.m. Each exam is scheduled individually through the testing coordinator at JMC at 540/286-8015. Each exam consists of 2 sections of 45 minutes each. A fee of \$60 is payable to CLEP by check or credit card online at the JMC testing computer. A fee of \$15 is payable by separate check directly to MWC. For a complete listing of CLEP exams, please visit <http://www.collegeboard.com>.

MWC's National Testing program provides a quality testing environment for the hundreds of teachers and graduate school applicants who live in the Fredericksburg area. On scheduled Saturdays throughout the year, the PRAXIS Series, the Graduate Record Exam (GRE) Subject Test, the ACT, and the Law School Admission Test (LSAT) are given on MWC's Fredericksburg campus. For more information about these tests, visit these Web sites: <http://www.ets.org/praxis> for PRAXIS, www.gre.org for GRE, www.act.org for ACT or www.lsac.org for LSAT. Contact MWC's testing coordinator at 540/286-8015 or visit the JMC Web site at www.jmc.mwc.edu for more information.

The Graduate Management Admission Test (GMAT) is scheduled individually and is only offered at various computer-based testing (CBT) centers throughout the country. Students interested in taking the GMAT should consult the GMAT Bulletin or go to <http://www.mba.com/mba/TaketheGMAT>.

Videoconferencing Center

Area businesses can arrange to use JMC's two state-of-the-art videoconferencing theaters to connect with their colleagues in public and private videoconference locations around the globe. Each 28-seat videoconferencing theater is equipped with two cameras, four monitors, a wide-screen video projector, voice- or touch-activated microphones, touch pad control panel, a SMART board, fax machine, networked computer, VCR and a visual presenter. Free from travel delays and time changes, organizations and individuals can conduct annual meetings, press conferences, sales meetings, seminars, board of directors meetings, training sessions, strategy planning, and employee interviews.

Scheduling, training and coordination services are offered for two-way and multi-site connections. The videoconferencing theaters are available during normal business hours five days a week and at other times subject to special advance arrangement.



Enrollment and Registration

Add, Course

Students may add courses during the official add period after the initial registration. The official course-add period is published in the *MWC Schedule of Courses* booklet each semester. (Applies to undergraduate and graduate programs.)

Audit

Students may attend a course but receive no academic credit by completing the audit registration process and paying the appropriate fees. Auditing of courses is permitted in non-restricted courses on a space available basis. Audit registration procedures, dates and costs are published in the *MWC Schedule of Courses* booklet. (Applies to undergraduate and graduate programs.)

Corequisite

Corequisite courses are two or more courses that must be completed concurrently. (Applies to undergraduate and graduate programs.)

Directed Study

Degree or certificate students may undertake a directed study for academic credit to investigate a topic that is not covered by course offerings. Permission for a directed study project is granted by the Program Director of each area of study. Students register for directed study projects with the MWC Office of the Registrar or the JMC Office of Advising and Student Services by completing a directed study form signed by the supervising faculty member and the Program Director. Permission for a directed study may be granted if there is an appropriate faculty

member available to guide the student's work. Non-degree students may not enroll in directed study. (Applies to undergraduate and graduate programs.)

Drop, Course

Students may drop courses before classes begin without financial or academic penalty. However, once classes begin, students may drop a course up to the time when one-third of the course has passed. There is, however, a financial obligation for courses dropped during the first one-third of the course. The amount of refund, if any, is based on the refund schedules published in the *MWC Schedule of Courses* booklet. Non-attendance in a course does not constitute a course drop; a course drop is official only if the student has completed the course drop process through the Office of the Registrar.

Courses cannot be dropped after the published deadlines unless a student withdraws completely from the semester. Courses that are taught in short time frames or that have either beginning or ending dates which are different from the beginning or ending dates of the regular full academic semester will have published drop/withdrawal guidelines specific to the dates of the course.

Students who drop all registered courses must withdraw from the College. *See Voluntary Withdrawal in this section.* (Applies to undergraduate and graduate programs.)

Instructor-Initiated Drop

Instructors have the authority to initiate a drop for students during the first week of classes if the student does not attend:

1. the **first and second** meetings of a class that meets three times per week.
2. the **first and second** meetings of a class that meets two times per week.
3. the **first** meeting of a class that meets once each week.

Instructors are not required to initiate the drop; it is only an option.

Load, Course

Student load definitions as determined by the U. S. Department of Education and the Veterans Administration are:

Undergraduate

full time	12 or more credits
part time	less than 12 credits
3/4 time.....	9 to 11 credits
1/2 time.....	6 to 8 credits
less than 1/2 time	1 to 5 credits

Graduate

full time	9 or more credits
part time	less than 9 credits
3/4 time	6 credits
more than ¼ but less than ½ time	3 credits

Numbering, Course

A four-letter discipline code plus a four-digit number delineating the course level identify courses. Courses numbered below the 100 level do not carry credit that may be applied to a degree. Lower level undergraduate courses are numbered in the 100s and 200s and are typically introductory courses requiring little or no prior study in the field. Upper level undergraduate courses are numbered in 300s and 400s and require some previous coursework in the field or a level of competence in the subject. Courses offered at the 500 level are advanced undergraduate or graduate level courses. Courses that are numbered in the 800s and 900s are non-degree professional development courses either at the pre- or post-baccalaureate level. These courses cannot be used toward the completion of any of the JMC degree programs. (Applies to undergraduate and graduate programs.)

Overload

Degree seeking and Certificate students at JMC, during the initial semester of enrollment, may request permission to take a credit overload (20 or more credit hours). The Office of Advising and Student Services may grant permission for an overload to students who present evidence of strong academic achievement at their prior institution.

Continuing degree seeking and Certificate students at JMC may be granted an overload (20 or more credit hours) by the Office of Advising and Student Services if they have earned at least a 3.0 GPA and are registering for no more than twice the number of credit hours completed in the previous semester, not to exceed 22 credit hours in any one semester.

Permission for an overload is given only on the basis of academic performance, never simply to provide for acceleration toward the degree. Students with a cumulative 3.0 GPA or with a 3.0 GPA for the most recent semester at JMC may register for up to 20 credit hours. To register for more than 20 credit hours permission must be obtained—by signature—from an Academic Advisor in the Office of Advising and Student Services.

Students who have less than a cumulative 3.0 GPA or less than a 3.0 GPA for the most recent semester at JMC and who want to register for more than 20 credit hours must submit a written request, with justification for the overload, to the Director of Advising and Student Services. If the overload is approved, the

Director of Advising and Student Services will grant in writing the permission, which will include the number of credit hours approved.

JMC degree seeking and Certificate students who are on academic probation will not be allowed to enroll in more than 16 credit hours for the semester.

JMC non-degree students may not register for more than 10 credits in any single semester without permission of the Office of Advising and Student Services and the Office of the Registrar. (Applies to undergraduate program only.)

Prerequisite

A course that is required to be completed before enrollment in another course is considered a prerequisite course. All required preceding courses are the prerequisite courses. Prerequisite courses must be taken in the appropriate sequence to count toward graduation. No student may enroll in a course with required prerequisites unless the prerequisite courses have been successfully completed, or waived by the Program Director or Department Chair. The appropriate Program Director in consultation with the Office of Advising and Student Services will resolve prerequisite rule violations. (Applies to undergraduate and graduate programs.)

Repeating

Students may repeat a course to improve a grade of C- or lower with permission of the Director of Advising and Student Services. Although both the initial grade and the new grade will appear on the permanent record, students will not be charged with additional credits attempted, but will receive any additional quality points earned over and above those already recorded. Therefore, the grade-point average (GPA) can be improved since the new grade will count in the computation.

Students may not repeat a course that is prerequisite or introductory to a previously completed course. A repeated course must always be taken for graded credit and not on a pass/fail basis. (Applies to undergraduate and graduate programs.)

Only courses repeated at MWC and JMC can improve a student's GPA. Courses taken and passed with grades of C or higher at other institutions to make up credits for a failed JMC/MWC course will be recorded as transfer credit, but the permanent academic record still will include the quality points from the failed JMC/MWC course. All transfer courses must receive pre-approval from the Office of Advising and Student Services.

Restricting Courses Repeated During the Same Semester

Students who earned a grade of C- or below in a course may not repeat that course within the same semester. (Applies to undergraduate and graduate programs.)

Schedule, Course Offering

The Office of the Registrar maintains the official listing of courses offered each semester. All JMC courses adhere to the Southern Association of Colleges and Schools' accreditation guidelines and provide contact hours commensurate with the credits earned. (Applies to undergraduate and graduate programs.)

Section Change

Students may officially change sections of a course during the add period (usually the initial week of the course) by dropping one section and adding the new section of the course in accordance with Office of the Registrar procedures. Attending the new section and not attending the old section does not constitute a change of section. Section changes are official only if the student has completed the course change process. The official last day to change sections is published in the *MWC Schedule of Courses* booklet. (Applies to undergraduate and graduate programs.)

Semester Credit

A semester credit is the College's recognized unit of instructional contact between faculty and students. A three-credit semester course meets for 35 contact or clock hours. (Applies to undergraduate and graduate programs.)

Student Records

Confidentiality of Student Records

All student information records maintained by JMC academic and administrative offices are confidential. Only such information that is necessary to maintain appropriate business and academic procedures is maintained in the official student record. MWC and JMC officials may access student records for the purpose of conducting student business. (Applies to undergraduate and graduate programs.)

Directory Information

The College may release "Directory Information" as defined by MWC under the authority of the Act, unless the student informs the MWC Office of the Registrar that all or part of such information should not be released without the student's prior consent. Directory Information includes a student's addresses (campus, home, mailing, e-mail, etc.) and telephone numbers (local and home), class level, previous institution(s) attended, major fields of study, awards, honors (including Dean's List and President's List), degree(s) conferred (including dates), dates of attendance, names of parents, past and present participation in officially recognized sports and activities, physical factors (e.g., height, weight of athletes), and date and place of birth. A request to withhold Directory Information must be received in writing on an annual basis by the Office of the Registrar. A form

is available for this purpose from the Office of the Registrar. If this form is not received in the Office of the Registrar by July 1 preceding the academic year, selected Directory Information will appear in the College's telephone directory due to press deadlines. Note that "name" is not considered Directory Information and will appear in the telephone directory, along with the designation "Unlisted."

Medical and Psychological Services Center records are not included in that category of records open to inspection; however, such records may be personally reviewed by a physician or other appropriate professional of the student's choice.

Confidential records maintained by the Director of Disability Services are open to inspection with limitations. Students may request a copy of disability documentation which is generated by the office, but may not request access to the Director's personal notes or test protocols or to information released by private practitioners or by other agencies. Disclosure related to the student's disability is released neither to any faculty member nor to another office on campus without the student's permission. With the student's written permission, disability documentation generated by the Disability Services Office may be released to any specified persons and agencies.

Custodians of educational records are not required to give access to financial records of parents or any information contained therein, nor are they required to give access to confidential letters and statements of recommendation that were placed in the educational records prior to January 1, 1975, or to which the student has waived the right of access.

Directory Information may not be provided to any individual, company or entity for commercial purposes unless the release of this information is specifically authorized by the student or approved in writing by the Office of the President. (Applies to undergraduate and graduate programs.)

Permanent Record

The permanent record consists of the documents that are maintained for each student that must be kept in perpetuity either in hard copy or electronically. Examples include admission applications, any exception granted by the College, and records of disciplinary action. Letters of recommendation are excluded for undergraduate students but included in the records of graduate students. Students may view their permanent record, in accordance with the Family Education Rights and Privacy Act of 1974, by contacting the MWC Office of the Registrar. (Applies to undergraduate and graduate programs.)

Verification of Enrollment

Verification of enrollment for a specified time period can be obtained from the Office of the Registrar by submitting a written request authorizing the release of the verification. (Applies to undergraduate and graduate programs.)

Undergraduate Requests for Graduate Courses

An undergraduate student who has attained senior status or program honors may carry graduate courses for undergraduate credit provided, prior to registration, the student (1) has earned an overall cumulative grade-point average of 3.0, (2) carries a course load of no more than 15 credits, and (3) has the advance approval of the Vice President for Graduate and Professional Studies and Dean of the JMC Faculty, the Program Director, and the instructor offering the course. All registration paperwork must be certified through the Office of Advising and Student Services prior to submission to the Office of the Registrar. For credit toward an undergraduate degree program, undergraduate students may complete no more than 6 graduate semester credits.

Withdrawal, Administrative

The administrative withdrawal of a student from a given semester is an action required as a result of either a disciplinary or Honor violation and is not a voluntary action taken by the student. Such withdrawals are noted on the student's permanent record, including whether the student is eligible to return to study. (Applies to undergraduate and graduate programs.)

Withdrawal, Individual Course

Students may withdraw from a course until the mid-point of the course. However, any financial refund will be determined based on the withdrawal date. After the first third of the course, a grade of W will be recorded on the permanent record. Students are required to obtain approval from the Assistant Registrar for Degree Audit. Students may not withdraw from courses after the deadlines published in the *MWC Schedule of Courses* booklet. (Applies to undergraduate and graduate programs.)

Withdrawal, Voluntary

Regardless of the date, students who wish to drop all of their courses are voluntarily withdrawing from study for that semester. Such withdrawals must be completed by the last day of class for the session or semester. If students have received grades in a completed session of the semester, they may not withdraw. In this case students may drop courses registered for in the upcoming or current session; however, grades received for courses in completed sessions will be recorded as part of the student's permanent academic record for the semester. (Applies to undergraduate and graduate programs.)

Students must complete a withdrawal form and obtain the required approvals. Students must pay any outstanding financial obligations before the withdrawal can be completed. Degree students who withdraw may return to study in subsequent semesters within five years if their cumulative grade-point average is 2.0 or higher.

See Readmission in Academic Rules and Regulations section. Any refunds due at the time of withdrawal are based on the refund schedule for the semester published in the *MWC Schedule of Courses* booklet. Such withdrawals are noted on the student's permanent record. (Applies to undergraduate program only.)



Tuition and Fees

For current tuition and fees, students should consult the most recent version of the *MWC Schedule of Courses* booklet.

In-State Tuition Eligibility

The *Code of Virginia*, Section 23-7.4, governs eligibility for in-state tuition rates at Virginia public institutions of higher education. In general, an independent student, or the parents or legal guardians of a dependent student, must have been legally domiciled in the Commonwealth of Virginia for one full and continuous year immediately before the first official day of class within the semester or term of the student's program and must have paid Virginia state income tax on a full-time salary for that full year. Living in the state simply to attend school does not constitute legal domicile. Certain exceptions are made for military personnel and non-military spouses who are employed full-time. Detailed questions about domiciliary status are part of each application for admission.

Questions about residency status should be directed to the MWC Office of Student Accounts at 540/654-1250.

Payment Policy

Unless otherwise noted, the tuition and fees of JMC students are due with the Course Registration form at the time of registration. All checks, money orders and credit cards should be made payable to MWC. Students whose tuition and fees are being paid in full or in part by an employer must include a completed and signed billing authorization with the course registration form. Students must also include a check, money order or credit card for any amount of tuition and fees that will not be paid by the employer. Contact the MWC Office of Student Accounts at 540/654-1250 for information concerning deferred payment plans.

Refund Schedule

JMC degree, non-degree, and certificate students are entitled to refunds based on the current policies established by the MWC Office of Student Accounts.

Senior Citizen Fees

A legal resident of Virginia 60 years of age or older shall be permitted under regulations prescribed by the State Council of Higher Education (1) to register for and enroll free of charge in courses as a full-time or part-time student for academic credit if such citizen has a taxable income not exceeding \$10,000 for federal income tax purposes for the year preceding the year in which the enrollment is sought, (2) to register for and audit courses offered for academic credit, and (3) to register for and enroll in non-credit courses in any state institution of higher education in this Commonwealth on a space-available basis.

Such senior citizens shall pay no tuition or fees except fees established for the purpose of paying for course materials, such as laboratory fees, but shall be subject to the admission requirements of the institution and a determination by the institution of its ability to offer the course or courses for which the senior citizen registers. The State Council of Higher Education shall establish procedures to ensure that tuition-paying students are accommodated in courses before senior citizens participating in this program are enrolled. However, the state institutions of higher education may make individual exceptions to these procedures when the senior citizen has completed 75 percent of the requirements for a degree.

A legal resident of Virginia 60 years of age or older with federal taxable income exceeding \$10,000 may audit credit courses or enroll in non-credit courses without paying general College fees, but must pay general College fees to take courses for College credit. The fee of \$35 will be charged an applicant whose taxable income exceeds \$10,000. Additional information is available through the Office of the Registrar at 540/654-1063.

Veterans Benefits

JMC students who have questions about Veterans Affairs (VA) benefits **prior** to admission should address inquiries to the Veterans Inquiry Unit at U.S. Department of Veterans Affairs Regional Office, 210 Franklin Street, Roanoke VA 24011, 888/442-4551, www.gibill.va.gov.

JMC students who have questions about VA benefits **after** admission should address inquiries to Mrs. Janet Cropp, Coordinator of Enrollment Services and Veterans Affairs Liaison, James Monroe Center, 121 University Boulevard, Fredericksburg VA 22406, 540/286-8020, jcropp@mw.edu.



Academic Rules and Regulations

Admission

Current admission requirements and standards for all undergraduate and graduate degree programs are published by the Office of Admissions. Degree students are classified as individuals who have been officially accepted into a degree program. The admission process requires a formal application, application fee, official transcripts from all previously attended institutions (including high school for BPS applicants) and other program-specific supporting documents. Students are responsible for becoming familiar with and fulfilling the requirements for admission to their degree or certificate program.

Advance Registration

Students in good standing who are currently enrolled as degree-seeking students may continue their enrollment for the subsequent semester by pre-registering during advance registration as scheduled by the Registrar. (Applies to undergraduate and graduate programs.)

Application

To become an official candidate for a graduate or undergraduate degree or certificate, a student must complete the appropriate application form available at the Office of Admissions at JMC, the Office of Admissions at the Fredericksburg campus of MWC or at the Office of Admissions' Web site at <http://www.mwc.edu/adfa>. (Applies to undergraduate and graduate programs.)

American Council On Education (ACE)

Selected MWC and JMC degree programs recognize selected credit earned/awarded through experience and coursework as evaluated by the American Council on Education. This includes corporate and military training as well as coursework and training completed through various other recognized professional schools and programs. Credit award determinations are made in accordance with

the academic policies and procedures that govern MWC and JMC. Some ACE credit, while recognized as valuable learning and valuable experience, may not be considered relevant to the aims of the College and its degree programs, and therefore is ineligible for credit award. A maximum of 30 ACE credits can be awarded and all credit is considered transfer credit.

Certificate Programs

Certificate programs focus on specific areas of knowledge and/or skill and contain a specified number of courses and credits to meet the occupational, professional, or personal improvement needs of well-defined audiences. Completion of such programs demonstrates that individuals have acquired competency in concentrated areas of study.

Certificate Requirements

Students are responsible for understanding and fulfilling the requirements for their certificate program. Students are subject to certificate requirements in effect at the time of acceptance into the program. To receive a certificate, a student must satisfy all stated curriculum requirements.

Students pursuing certificates in organizational leadership, information security, accounting (anticipated to begin in Fall 2004 dependent on funding for new faculty), or contracts and procurement management have a maximum of six years from time of acceptance into the certificate program until completion of the certificate requirements. At the end of six years, students must re-apply to the certificate program in order to continue. Continuance in the certificate program requires the Program Director's approval in writing.

JMC reserves the right to make changes to certificate program requirements at any time. It is the student's responsibility to contact the Program Director to coordinate any changes in the student's certificate completion requirements.

College Level Examination Program (CLEP)

The CLEP program is administered by the College Board and individual exams are available throughout the year. There are two types of CLEP exams: the general exams – humanities, natural sciences, and social sciences/history – and 34 subject-specific exams. The tests are given, by scheduled appointment, throughout the year at JMC. Credit is awarded for the general examinations and appropriate subject examinations when the scores earned are in the 50th percentile or higher (i.e., the total score must be 50 or higher). Credit award determinations are made in accordance with the academic policies and procedures that govern MWC and JMC. All CLEP credit is considered transfer credit. (Applies to undergraduate program only.)

Commencement

Degrees are conferred and diplomas awarded during commencement at the conclusion of the spring semester. Students who complete degree requirements during the summer or fall semesters receive an official letter stating that the degree requirements have been met and that the degree will be conferred at the subsequent commencement. All official degree candidates are expected to attend commencement exercises. If attendance is not possible, a degree candidate must request, in writing, permission from the Vice President for Graduate and Professional Studies and Dean of the JMC Faculty to graduate in absentia. The request must be presented to the Vice President and Dean at least two weeks before commencement. This request should include the reason for the absence and provide an address for the mailing of the diploma. Diplomas are mailed following the commencement exercises, not prior.

Participation in commencement exercises is limited to those official degree candidates who have completed all degree requirements. All final grades for all courses (MWC, JMC and transfer) must be on record and the record approved for graduation by an official of the College before a student will be permitted to participate in the graduation ceremony. (Applies to undergraduate and graduate programs.)

Continuance After Dropping Out or Not Returning for One or More Semesters

Students whose cumulative grade-point average (GPA) is at least 2.0, based only on MWC/JMC coursework, are eligible to apply for continuance by submitting a pre-registration request during advance registration provided they have filed previously a formal Leave of Absence. However, students who are not on Leave of Absence and who are out for one or more semesters must comply with any academic changes in degree requirements made during their absence unless they have an approved degree plan on file in the Office of Advising and Student Services.

Students with a cumulative GPA of less than 2.0 – based only on MWC/JMC coursework – who withdraw during the semester are not assured of continuance at MWC. They must petition the JMC Board on Academic Standing for permission to re-enroll. *See Readmission in this section.* (Applies to undergraduate program only.)

Continuance After Interrupted Enrollment

Students who interrupt their enrollment for one or more semesters and who have not been approved for a Leave of Absence, or whose Leave of Absence has expired, must be cleared for re-enrollment and complete the appropriate re-enrollment forms through the Office of Advising and Student Services before being allowed to register for additional courses. If the cumulative grade-point

average (GPA) at the time of the interruption in academic study is less than 2.0, a petition for re-enrollment must be submitted to the JMC Board on Academic Standing for permission to re-enroll for a specific semester. *See Probation, Suspension and Dismissal in this section under Student Academic Progress.*

Students who interrupt their enrollment for five years or more must re-apply for admission through the Office of Admissions. If the cumulative GPA was less than 2.0 at the last date of attendance, and the last date of attendance was at least seven years prior to the reapplication, and the student is seeking academic bankruptcy, permission for academic bankruptcy must be granted through the Office of Advising and Student Services prior to re-admission or admission to a degree program.

Students who are on approved leave for five years and have an approved degree plan on file in the Office of Advising and Student Services will be allowed to re-enroll and continue with degree requirements in effect prior to their approved absence, provided the College continues to offer the previously approved programs and courses. If the programs and/or courses on a previously approved degree plan are no longer available, the appropriate academic program will identify and provide reasonable substitutions. Students who do not have approved degree plans must comply with any changes in degree requirements and academic regulations enacted during their absence. *See Readmission in this section.* (Applies to undergraduate program only.)

Continuance After Leave of Absence

Students on approved Leave of Absence may continue their MWC/JMC enrollment in the semester immediately following the approved Leave of Absence, without altering their degree requirements, by pre-registering for classes during advance registration. *See Leave of Absence in this section.* (Applies to undergraduate and graduate programs.)

Continuance After Suspension

Students who are suspended academically for the first time and who wish to continue must petition the JMC Board on Academic Standing for permission to re-enroll for a specific semester. If the petition is approved, the board will extend readmission conditions to the student. By re-enrolling, students accept and agree to the readmission conditions as specified. *See Probation, Suspension and Dismissal in this section under Student Academic Progress.* (Applies to undergraduate program only.)

Continuance After Withdrawal During the Semester

At the time of withdrawal, students who have a cumulative MWC/JMC grade-point average (GPA) of at least 2.0 can file a Leave of Absence, and if filed, students are assured continuance at MWC/JMC. If a Leave of Absence is not filed, students will be eligible still for continuance by requesting advance registration for the subsequent semester. However, if students do not enroll during the subsequent semester, they must comply with academic changes made during their absence unless they have an approved degree plan on file in the Office of Advising and Student Services. Students with a cumulative GPA of less than 2.0, based only on MWC/JMC coursework, who withdraw during the semester are not assured of continuance at MWC and JMC. They must petition the JMC Board on Academic Standing for permission to re-enroll. *See Readmission in this section.* (Applies to undergraduate program only.)

Continuance While on Academic Probation

Students placed or continued on academic probation may continue their enrollment at MWC and JMC for 12 subsequent credits following the academic probation action. After completing these 12 credits, their academic status will be reviewed and appropriate academic action taken at that time. (Applies to undergraduate program only.)

Credit by Examination

Enrolled, degree-seeking, undergraduate students may request a special examination from the Program Director of any undergraduate program on any JMC course for which an examination is appropriate. However, it is at the discretion of the Program Director and faculty to assess whether or not credit-by-examination for a course is deemed appropriate. If a student passes the examination with a grade of C or higher, the course and grade CR will be recorded on the student's permanent academic record to indicate credits earned, but quality points will not be awarded. If the student earns less than a C on the examination, it is considered a failure. If the examination is failed, a grade of CI will be recorded. Should the latter occur, the student must enroll in the course in the very next session/semester that it is offered. The student's earned grade, with the attendant quality points, will replace the grade CI. Should the student not enroll, the CI will be converted to the grade of F. (Information on credit-by-examination fees can be obtained from MWC's Office of Student Accounts).

Upon approval by the Program Director and the Director of Advising and Student Services, credits earned through credit-by-examination may apply to the program core, program concentration, general education requirements, or elective requirements. Credit-by-examination is not available for program

capstone courses, selected technology courses, seminars, directed study courses and certain courses that require a practicum or a research project, or courses designated as writing and/or speaking intensive. Students may not use credit-by-examination for any courses they are or have been enrolled in. Requests for credit-by-examination will be reviewed only for those courses listed in the current JMC Academic Catalog. No more than 10 credits may be earned through JMC credit-by-examination.

Credit-by-examination is not an option for JMC graduate-level coursework.

Credit Through Standardized Testing

MWC accepts many of the College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSSTs) as undergraduate transfer credit. Students may earn credit by meeting the MWC minimum required score on selected CLEP or DANTES tests; these credits may be used to fulfill general education and other requirements or as elective credits. A maximum of 30 credits by examination may be counted toward the degree. Please consult the Transfer Guide for information on specific CLEP or DSST credits. CLEP tests are administered at JMC. Contact the JMC National Testing Coordinator for more information. DSSTs are offered only on military installations.

Degree Application

The Degree Application must be submitted to the Office of the Registrar one year prior to the anticipated graduation date. While all other degree requirements may have been met, no student is allowed to graduate unless this application has been filed appropriately. Degree Applications are available in the Office of Advising and Student Services at JMC or in the Office of the Registrar on the Fredericksburg campus of MWC. (Applies to undergraduate and graduate programs.)

Degree Plan

The Degree Plan itemizes and allocates credits already earned, lists the coursework to be completed and indicates an approximate timetable for completion of the BPS degree. After the student earns 70 credits, it is essential that the Degree Plan be completed and approved by the student, the faculty advisor, and the Office of Advising and Student Services. The Degree Plan cannot be approved unless submitted in the proper format. Students may download an electronic version or secure a hardcopy of the Degree Plan form by contacting the Office of Advising and Student Services. (Applies to undergraduate program only.)

Degree Requirements

Students are subject to degree requirements in effect at the time of acceptance into the program. To graduate, students must satisfy all stated curriculum

requirements. Additionally, students must (1) submit a Degree Plan for approval upon earning 70 credits; (2) file a Degree Application with the Office of the Registrar a year prior to graduation; (3) have an earned overall minimum 2.0 grade-point average (GPA) and an earned minimum 2.0 GPA in the degree concentration; and, (4) complete a Degree Audit check with the Enrollment Services Coordinator one full semester prior to planned graduation. Students who interrupt the pursuit of their degree without an approved Leave of Absence and/or Degree Plan, including suspension, for five years or more must complete the requirements in effect at the time of re-enrollment. (Applies to undergraduate program only.)

Dual Concentrations

A student may choose to complete more than one Bachelor of Professional Studies (BPS) concentration by requesting permission from the appropriate Program Director and the Office of Advising and Student Services. In the case of dual concentrations, the maximum degree credit overlap permitted between the concentrations is 12 credits. Completion of more than one concentration will not result in the awarding of dual BPS degrees. (Applies to undergraduate program only.)

Graduate students cannot complete dual concentrations. However, they may complete a graduate level certificate in a second concentration. Completion of more than one concentration on the graduate level will not result in the awarding of more than one graduate degree.

Exams

Conflicts

Students who have more than two examinations scheduled on the same day may elect to have one rescheduled. Students shall decide which examination should be rescheduled and then consult with the instructors. It is the student's responsibility to initiate this process early in the semester so that the student's revised examination schedule has been approved by the Friday preceding the last week of classes. The make-up date will be decided by mutual agreement of the instructors and the students.

Alternate examination dates will be set by consulting with the instructor or instructors and, if necessary, through consultation with the Director of Advising and Student Services. Requests by students whose religious beliefs preclude taking an examination on specific days will be honored. (Applies to undergraduate and graduate programs.)

Final Exams

Students who fail to take a required final examination and/or fail to complete a required final examination or project have not completed the course requirements and, therefore, fail the course. Final examinations are scheduled at the end of each course regardless of the course length. If, in the opinion of the instructor, a course cannot benefit from a final examination or projects such as critiques and papers, the instructor should formally request release from the requirement from the Vice President for Graduate and Professional Studies and Dean of the JMC Faculty. In accordance with Honor Council procedures, a student is required to pledge to disclose neither the contents nor the form of any examination until after the conclusion of the examination period. (Applies to undergraduate and graduate programs.)

Illness or Emergencies During the Examination Period

Any illness or emergency that prevents a student from taking a scheduled final examination should be reported to the Office of Advising and Student Services prior to the examination. The student should provide his/her name, the title of the course, name of the instructor and time of the examination. The Office of Advising and Student Services will notify the instructor, and it is then the student's responsibility to contact the instructor to arrange a make-up examination. If a make-up exam cannot be arranged prior to the grade submission deadline, the student must contact the Office of Advising and Student Services. (Applies to undergraduate and graduate programs.)

Re-examinations

Candidates for graduation lacking the necessary credits or quality points for graduation may be eligible for re-examination. This privilege is limited to one re-examination in the final 12 semester hours of coursework. The senior must be passing the course at the time the initial final examination was taken. Candidates for graduation re-examinations will be permitted in courses in which the final grade was C-, D+, D or F. Therefore, re-examinations will be permitted only in courses in which the grade was less than satisfactory.

The Director of Advising and Student Services must authorize all re-examinations in advance. Candidates for graduation expecting to complete the degree in the spring semester who wish re-examination in a spring course must request re-examination within one day after being contacted by the Office of the Registrar. If the request is approved, the student must take the re-examination at least one full day prior to the day of graduation. Candidates for graduation not expecting to graduate at the end of the semester during which the request is made and approved must take the re-examination within three weeks of the date of approval. Candidates for graduation expecting to complete the degree in the spring semester who wish re-examination in a prior fall semester course must request approval

for re-examination during the first week of the spring semester and take the re-examination within three weeks of the date of approval. (Applies to undergraduate program only.)

Grading

Appeal, Grade (Academic Dispute)

If there is a dispute between a student and an instructor concerning a grading decision, every effort should be made by the two of them to resolve the matter. If the disagreement cannot be resolved, the student may request a review of this decision no later than the end of the subsequent semester, recognizing that the burden of proof is on the student. In such cases, the following procedure is to be followed:

1. The student will submit a written statement of the dispute, with supporting material and documentation, to the appropriate Program Director and the faculty member.
2. Within two weeks, the Program Director will review the dispute, through discussion and review of documentation, with the instructor, student, and other appropriate individuals. If agreement is reached at this level, the process ends.
3. If either party does not accept the recommendation of the Program Director, the Program Director will forward all documentation and material including the recommendation to the Vice President for Graduate and Professional Studies and Dean of the JMC Faculty.
4. The Vice President and Dean will review the documentation and material submitted and will determine whether further consideration of the matter is required. If further consideration is not required, the Vice President and Dean will render a final decision. If the Vice President and Dean deems that further consideration is needed, the matter will be referred to a committee of the JMC Board on Academic Standing to mediate the dispute. The committee of the board shall consist of members chosen from the Academic Council, full-time teaching faculty members, members of the Academic Support Division, and an academic counselor from the Office of Advising and Student Services.

(Applies to undergraduate and graduate programs.)

Attendance

Class attendance is a primary responsibility of students and regular and punctual class attendance is expected. While an occasional absence may be unavoidable, the student is responsible and accountable for any work missed, including tests, quizzes, assignments, and announcements made in any missed

classes. It is entirely at the discretion of the faculty whether to allow students who are absent to make up any missed work. Class participation may in itself be a criterion for grading; failure to participate due to being absent can be expected to affect a student's grade in the course. (Applies to undergraduate and graduate programs.)

Grade Change

Instructors may submit a grade change for students who have submitted work after completing the course requirements, for a miscalculation resulting in an inappropriate grade, or to correct an error. Instructors may submit changes only during the semester immediately following the semester during which the grade was assigned. The Vice President for Graduate and Professional Studies or the Director of Advising and Student Services must approve all grade changes. Grades will not be changed after a degree has been conferred or a certificate has been awarded. (Applies to undergraduate and graduate programs.)

Grade Type Change

Students may change grade type – letter to pass/fail or pass/fail to letter – for a registered course from any time during the time period published in the *MWC Schedule of Courses* booklet. After that time, the registered grade type will be the one used by the faculty to evaluate a student's performance in the course. Pass/fail grades may not be used to satisfy general education, core or major/concentration requirements. (Applies to undergraduate and graduate programs.)

Incomplete Grade

Incomplete grades are issued on a case-by-case basis when students cannot complete the assigned work and/or final examination for a particular course due to unforeseen circumstances, e.g., illness, natural disaster or family catastrophe. A grade of I is issued in lieu of an actual grade for the course. To secure permission for an incomplete grade, the student and faculty member must file an Incomplete Grade Contract clearly stating the reason for the incomplete, the work to be completed, and the due date. The incomplete grade contract must be approved by the appropriate Program Director and filed with the Office of Advising and Student Services and the Office of the Registrar. If appropriate, students must drop any course for which the incomplete course is a prerequisite. Students must complete the coursework by the end of the following semester, whether enrolled in JMC/MWC coursework or not for that semester, or by the specified contract date. A grade of F automatically will be applied to the course after the completion deadline has passed if the faculty member submits no other grade. (Applies to undergraduate and graduate programs.)

Pass/Fail

Students may choose to have their academic performance in particular courses evaluated on a pass/fail basis. No more than four courses may be taken pass/fail; courses taken pass/fail can only be used for elective credit and such courses cannot be used to fulfill concentration, core or general education requirements. Students may enroll in no more than one pass/fail course per session. (Applies to undergraduate and graduate programs.)

Reports, Grade

Official grade reports are made available by EagleLink to students from the Office of the Registrar at the conclusion of each academic semester. MWC uses the following grading system to evaluate student academic performance in courses:

grade	quality points	grade	quality points	grade	quality points	grade	quality points
A.....	4.00	B+.....	3.30	C+.....	2.30	D+	1.30
A-.....	3.70	B.....	3.00	C.....	2.00	D	1.00
		B-.....	2.70	C-.....	1.70	F	0.00
W.....	Course drop	PA.....	Pass	TR.....	Transfer grade		
I.....	Incomplete	FA.....	Failure in a pass/ fail course	G	Delayed grade		
NC.....	No Credit			NG	Audit		

W, I, NC, PA, FA, TR, G, NG all result in 0.00 quality points

(Applies to undergraduate and graduate programs.)

Transcripts

The transcript is the student's official academic record and is maintained by the Office of the Registrar. Transcripts list (1) only those courses that students have registered for and completed, including courses from which the student has withdrawn, (2) transferred coursework, and (3) related comments such as honors notations, graduation dates, or probation/suspension notices.

Students may request transcripts of their academic records from the Office of the Registrar only upon written request and signed authorization by the student. Official transcripts may not be released for students who have financial obligations to the institution. Facsimile requests can be honored. (Applies to undergraduate and graduate programs.)

Home Campus

The home campus is defined as the campus through which a student registers for programs or courses and receives advising support. JMC programs include the College's programs designed specifically for adult students as described in this catalog. Students enrolled in the Commonwealth Graduate Engineering Program choose their home campus in order to receive the appropriate degree. (Applies to undergraduate and graduate programs.)

Leave of Absence

Degree students who cannot continue their program of study but wish to return after a given period of time away must request an official Leave of Absence by contacting the Office of Advising and Student Services. Degree students who do not request such a leave, who do not have an approved degree plan, and who fail to register for 10 contiguous semesters, excluding summers, will be subject to review by the JMC Board on Academic Standing and are subject to the catalog requirements at the time of readmission. (Applies to undergraduate and graduate programs.)

Degree students who leave the institution with an approved Leave of Absence may return to study and continue their degree program as specified in the catalog in effect at the time of their initial admission to the program in accordance with the approved leave dates. Degree students who do not attend classes at MWC/JMC, and for a specific period of time attend courses at another institution, must also request a Leave of Absence to remain on active status in their degree program. Leaves of Absence will be granted only to students who leave the institution with an overall cumulative 2.0 grade-point average. (Applies to undergraduate program only.)

Non-Degree Status

Students who enroll in courses but have not been accepted into any degree granting program or certificate program are defined as non-degree seeking students. The same academic rules, regulations, and procedures that govern degree students also govern non-degree students. For undergraduate students, no more than 30 non-degree MWC and/or JMC credits will apply to a degree program. Please see individual program policies for application of non-degree credit for JMC graduate programs.

Post-Baccalaureate Concentrations and Post-Baccalaureate Degrees

A student who has earned a BPS degree from JMC and wishes to pursue further undergraduate work may either complete an additional concentration and have it noted on the permanent record (with the date of completion) or earn a second

degree from MWC if it is different from the first degree (for example, a B.A., B.S., or BLS if the first degree was a BPS). For the second degree, a student must be admitted and then earn at least 30 additional credits at MWC/JMC, including the concentration and the general education requirements listed in the current catalog. A student who has earned a bachelor's degree at another institution, provided it is accredited, must enter JMC as a transfer student and then complete the concentration, general education requirements and any other requirements for the second degree as defined by the current catalog.

Readmission

All MWC degree-seeking students in good academic standing who enroll each semester, without interruption, are considered continuing students. The students maintain this status by completing advance registration each semester through the Office of the Registrar.

Students who do not remain continuously enrolled are subject to the College's readmission policies. Students who meet any of the following criteria must request readmission in writing from the JMC Board on Academic Standing:

1. Students with a MWC/JMC cumulative grade-point average (GPA) below 2.0 who voluntarily withdrew from the College during the previous semester,
2. Students on academic probation who voluntarily withdrew from the College during any previous semester,
3. Students on academic suspension,
4. Students who have served a period of suspension and did not re-enroll during the semester immediately following the conclusion of their suspension,
5. Students with a MWC/JMC cumulative GPA average below 2.0 who voluntarily interrupted their enrollment for one or more semesters, and
6. Students on official Leave of Absence who did not enroll during the semester immediately following the conclusion of the approved leave period.

The board also considers appeals by students concerning the duration of academic suspension and has the authority to establish and enforce readmission criteria. (Applies to undergraduate program only.)

Resident Credit

Resident credit is MWC and JMC coursework that is used toward a MWC/JMC degree or certificate. Resident credit can be awarded through traditional courses, internships, and directed study. Students may receive resident credit for MWC/JMC courses completed during the summer and the semester **immediately prior** to matriculating to the BPS, the M.Ed., or the MBA degree programs. (Applies to undergraduate and graduate programs.)

Speaking Intensive

The Bachelor of Professional Studies degree program requires students to complete two Speaking Intensive courses. Speaking Intensive courses use speaking activities appropriate to the subject matter and the goals of the course as a means to increase student learning in the course and to develop oral communication competence. To be designated as Speaking Intensive, a course must address the objectives stated for Speaking Intensive courses that are appropriate to the goals of the course. At a minimum, the course must:

1. Use required and graded student speaking assignments that are an integral part of the pedagogy of the course,
2. Provide students with a body of communication principles and theory relevant to the speaking activities employed in the class,
3. Use a developmental approach, offering students more than one speaking opportunity and providing students with guidance as they prepare to speak, and
4. Provide students with feedback from the course instructor about their grasp of course content and effectiveness in expressing it as revealed through speaking activities in the course.

(Applies to undergraduate program only.)

Student Academic Progress

Academic Standing

Evaluation of academic standing for full-time and part-time students is based on the total number of credits attempted (including AP, IB, CLEP, portfolio and transfer credits) and the MWC overall cumulative grade-point average (GPA). Grades of PA, SA, UN, and W are not considered in calculating the MWC GPA. In determining academic standing, the number of credits will include all accepted AP, IB, CLEP, portfolio and transfer credits as well as MWC credits; the GPA, however, will be calculated on MWC credits only. (Applies to undergraduate and graduate programs.)

Academic Bankruptcy

Academic Bankruptcy releases students from prior poor academic performance at MWC. Students may request and declare academic bankruptcy at the point of readmission for those courses taken at least seven academic years prior to the time of re-enrollment. Academic bankruptcy must be declared at the time of re-enrollment and can be claimed no more than once in a student's career. With the declaration of academic bankruptcy, coursework that is at least seven academic years old will not be counted in the calculation of the GPA. The JMC Director of Advising and Student Services and the MWC Office of the Registrar must approve permission for academic bankruptcy. (Applies to undergraduate program only.)

Academic Probation

MWC/JMC students placed on probation may continue their enrollment until they complete an additional 12 graded MWC/JMC credits. Non-degree students who have been placed on probation must petition the JMC Board on Academic Standing to return as non-degree seeking students or must petition if they wish to become degree-seeking students. Students on probation who achieve an overall cumulative MWC/JMC GPA of 2.00 or higher will be returned to good academic standing. Students previously on probation whose overall cumulative MWC/JMC GPA again falls below a 2.00 will be returned to probation.

As appropriate, a notation of probation status is entered on the student's permanent record. Students placed on academic probation are required to consult with their faculty advisor and a JMC academic counselor. (Applies to undergraduate program only.)

Classification of Student Level

Undergraduate students are classified by level based on earned credits:

Freshman.....	0 to 29 credits
Sophomore.....	30 to 59 credits
Junior	60 to 89 credits
Senior.....	90 or more credits

Students who enter JMC as degree-seeking students at the master's level or who enter a JMC certificate program that requires an earned bachelor's degree are classified as graduate-level students. However, students who are enrolled in certificate programs that do not require a bachelor's degree or who are taking classes as non-degree students will not be classified by the above student levels. (Applies to undergraduate program only.)

Probation, Suspension and Dismissal

The purpose of probation, suspension and dismissal is to warn students that their academic performance is unsatisfactory, to stimulate them to improve their performance, or to serve notice that the institution will not allow them to continue.

All MWC/JMC students are expected to make satisfactory academic progress by maintaining a 2.00 overall cumulative GPA, the standard required for graduation. Students who fall below a 2.00 overall cumulative GPA are in academic jeopardy and are subject to the College's probation, suspension, and dismissal policy.

All JMC students who have completed 12 or more MWC/JMC graded credits will be reviewed at the end of each semester. This action is taken regardless of the number of semesters completed and includes BPS, graded certificate programs and non-degree students registered through JMC. (Applies to undergraduate program only.)

Progress, Academic

Academic progress is based on the students' earned grade-point averages. The semester GPA is based on the quality points earned from all attempted coursework during a given academic semester. The cumulative GPA is based on the quality points earned from all attempted coursework while in attendance at MWC/JMC. (Applies to undergraduate and graduate programs.)

Reinstatement After Suspension

First-time or second-time suspended students who wish to re-enroll must notify the JMC Board on Academic Standing, in writing, of their intent to return to MWC and/or JMC at the conclusion of their suspension period. Guidelines for petitioning the JMC Board on Academic Standing are available in the Office of Advising and Student Services. Reinstatement petitions must be received in the Office of Advising and Student Services by March 15 to be considered for fall or summer semester re-enrollment or by November 15 to be considered for spring semester re-enrollment. The board will extend provisions for reinstatement to students, who, upon registering for classes accept the provisions and thereby are assured of continuance at MWC and/or JMC during the semester immediately following the conclusion of the suspension period, provided the provisions are adhered to. (Applies to undergraduate program only.)

Suspension/Dismissal

JMC students who do not make satisfactory progress while on probation will be suspended/dismissed. No JMC student can be suspended after only one semester at the College; a period of probation of at least one semester or 12 graded credits will always precede suspension/dismissal action. As appropriate, a notation of the student's suspension/dismissal status is entered on the student's permanent record. A suspended student may not enroll in any classes at MWC or JMC until his/her period of suspension expires. A dismissed student is ineligible to obtain a degree from MWC or to continue enrollment in courses offered by the College.

Courses taken at other institutions while a JMC student is on suspension from MWC – academic, disciplinary, or honor – are not accepted by MWC/JMC for transfer credit and will not fulfill any degree requirement. Prior permission for future transfer work is automatically revoked when a student is suspended/dismissed.

The academic records of all JMC students on probation are subject to review for academic suspension/dismissal at the conclusion of an additional 12 graded credits after the initial action. All JMC students on probation must have met the appropriate minimum overall cumulative JMC/MWC GPA, based upon their total number attempted credits, including AP, IB, portfolio, CLEP and transfer credits as well as all MWC credits:

Number of Attempted Credits	Minimum Overall Cumulative GPA
12-36	1.25
37-66	1.50
67-96	1.75
97-120	2.00

All JMC students on probation must have 24 earned credits to achieve the requisite minimum overall cumulative GPA per the table above or they will be suspended/dismissed, according to the following regulations:

- ♦ **First Suspension – One semester suspension.** Appeals reviewed by the JMC Board on Academic Standing. The student will be ineligible to attend the subsequent semester, but he/she would be eligible to return for the following semester. *See Reinstatement After Suspension.*
- ♦ **Second Suspension – Two-semester suspension.** Appeals reviewed by the board. The student will be ineligible to attend the two subsequent semesters, but he/she would be eligible to return for the following semester. *See Reinstatement After Suspension.*
- ♦ **Dismissal – Permanent suspension.** No appeal to the board possible. A dismissed student is ineligible to obtain a degree or certificate from MWC or to continue enrollment in courses offered by the College regardless of the degree/certificate/non-degree program until such time as seven full calendar years have elapsed.

Any JMC student placed on suspension may appeal his/her suspension to the board, a panel comprised of faculty and administrators appointed by the Vice President for Graduate and Professional Studies and Dean of the JMC Faculty. This board considers suspension appeals by students and can modify a suspension term when such is deemed appropriate. This board also has the authority to establish and enforce reinstatement provisions for students returning after the completion of suspension periods. (Applies to undergraduate program only.)

Technology Proficiency

Students seeking degrees at JMC will demonstrate technology proficiency through coursework in the degree programs. All degree programs at JMC include extensive use of technology in all course offerings. This technology includes, but is not limited to, word processing, spreadsheets, e-mail, and library research.

Information/Library Literacy Proficiency will be a component of instruction for students to assure their success in undergraduate and graduate-level coursework. (Applies to undergraduate and graduate programs.)

Transfer Credit After Matriculation

After admission to degree programs at JMC, students may use courses taken at other colleges and universities to meet JMC degree requirements by obtaining prior approval from the Director of Advising and Student Services. All transfer courses must be approved in advance in order to receive transfer credit. Courses to be counted in the concentration must also be approved by the student's faculty adviser, who helps the student select coursework related to concentration requirements at JMC. Pre-approved transfer credit will be applied to a JMC degree only if the Office of the Registrar receives an official transcript (with a recorded grade of C or higher for undergraduate students and a B or higher for graduate students) of that coursework by the College's final deadline. Students should consult the Office of Advising and Student Services for specific information about transfer credit limits, procedures and deadlines. Credits earned in one degree program may be considered as transfer credit in another MWC/JMC degree program. (Applies to undergraduate and graduate programs.)

Transfer Credit Before Matriculation

For undergraduate students, transfer credit will be awarded only for previously completed graded coursework taken at an accredited college or university and for credits completed as part of a prior MWC degree program in which a grade of C or higher has been earned. All credit must represent college level coursework relevant to the degree, with content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in JMC degree programs. No more than a total of 90 transfer semester credits will be accepted toward any JMC degree. Within that 90-credit total, a maximum of 30 American Council on Education credits, a maximum of 30 MWC/JMC Portfolio credits and a maximum of 30 credits completed by standardized testing (i.e. CLEP) can be recognized. MWC and JMC students who have earned more than 30 credits at MWC/JMC may not transfer into a different degree program or enroll in a new degree program unless they have not actively pursued studies in a MWC/JMC undergraduate degree program as a student (degree or non-degree status) for a period of at least one year prior to the admission into the subsequently requested degree program.

For graduate students, transfer credit will be awarded only for previously graded coursework taken at an accredited college or university in which a B or higher has been earned. All credit must represent graduate level coursework relevant to the degree and must be approved by the appropriate graduate Program Director and the Office of Advising and Student Services. See each graduate program's guidelines for limits on the number of acceptable transfer credits.

In assessing transfer equivalencies, JMC will use a combination of recognized guides, internal policies and faculty expertise to assist in the evaluation of previously

completed coursework. Credits earned in one degree program may be considered as transfer credit in another MWC/JMC degree program.

Virginia Community College System (VCCS) Articulation Agreement

Transfer students who have earned a VCCS Associate in Arts (A.A.), Associate in Science (A.S.), or Associate in Arts and Sciences (AA&S) degree, since fall 1993, prior to matriculation at MWC are considered to have fulfilled MWC/JMC lower-division general education requirements – this does not include across-the-curriculum degree requirements. (Note: only certain general studies degrees are approved as meeting all general education requirements.) Students who have earned an applied associate's degree, or who have not completed a degree, must meet specific general education requirements in English competence, humanities, social science, natural sciences and math, and communications arts, as specified in the *JMC Academic Catalog*. (Applies to undergraduate program only.)

Writing Intensive

A Writing Intensive course must require at least 12 pages of clear prose in formats appropriate to the discipline involved, e.g., essays, laboratory reports, translations, creative writing, and letters. This requirement must be broken into a minimum of three assignments, reasonably spaced throughout the course, each of which should be marked and returned promptly with constructive comments. Though one essay test may be counted as one of these assignments, the final examination may not since it cannot be returned during the semester. Besides this minimum requirement of writing to be graded, a Writing Intensive course may and perhaps should require much informal, ungraded writing designed to further enhance students' understanding of and appreciation for course material and to prepare them for the course's formal writing.

A Writing Intensive course must also provide instruction in writing appropriate to the subject or discipline and to the writing tasks assigned. At the very least, "appropriate instruction in writing" should involve clearly defined assignments, including clear statements of the goals and requirements of each assignment, helpful commentary on each student's written work, and some discussion in class of writing before each assignment is due and after it is returned. In addition, the instructor might provide guidance by assigning a writing test, conducting mini-lessons on writing and distributing hand-outs on writing, conferring with students individually or in groups about drafts of their papers, critiquing early drafts of papers or having the students critique one another's, and encouraging or requiring students to seek help from JMC online workshops.

Although preferred writing styles, formats, and tasks may vary from one discipline or field to another, the fundamentals of good writing are common to all

disciplines and should be stressed in all Writing Intensive courses. Those fundamentals include the following:

- ◆ Adherence to the assigned task,
- ◆ Clear, sufficient, but limited purpose,
- ◆ Solid development of purpose or thesis, with relevant and ample supporting detail,
- ◆ Freshness of thought,
- ◆ Focus; no wandering from the stated purpose of thesis,
- ◆ Organization suitable to the task,
- ◆ Straightforward, clear style,
- ◆ Standard grammar, spelling, use of language, and punctuation, and
- ◆ Correct and appropriate documentation, when documentation is needed.

(Applies to undergraduate program only.)



Academic Honors

Undergraduate

Undergraduate honors are awarded at the time of graduation to graduating students who have achieved a level of academic distinction. Those students who have earned the following cumulative grade-point averages, based on a minimum of 60 credits completed at MWC/JMC, qualify for:

Summa Cum Laude	3.75 or higher
Magna Cum Laude	3.50 to 3.74
Cum Laude	3.25 to 3.49

Undergraduate students who have earned at least 30 MWC/JMC credit hours qualify for:

With Highest Distinction	3.75 or higher
With Distinction	3.30 to 3.74

Alpha Sigma Lambda Adult Honor Society

Alpha Sigma Lambda, an adult honor society, is dedicated to the advancement of scholarship and recognizes high scholastic achievement in adult students' careers. By so doing, this society encourages adults to continue toward and earn associate and baccalaureate degrees. The following requirements for the election of students to membership are in accordance with the standards prescribed in the National Constitution of Alpha Sigma Lambda:

1. Candidates must have attended MWC/JMC for a minimum of three semesters.
2. Candidates must have completed a minimum of 24 credits in regular credit courses and shall be regularly admitted students who have not been awarded any prior baccalaureate degree. Twenty-four College credits in regular courses should not include transfer credits.

3. The 24 credits shall include at least 12 credits outside the candidate's major or concentration. These 15 credits should consist of credits in the Liberal Arts/Sciences.
4. Candidates should rank in the highest 10 percent of all those students who satisfy the requirements enumerated above, provided, however, that on a 4.0 scale, the minimum grade-point index shall not fall below 3.2.

If a student meets the above requirements and would like to be considered for membership, the student may request an application by contacting the Office of Advising and Student Services at 540/286-8030.

BPS Program Honors

To earn program honors in the BPS program, students must complete the program with an overall minimum MWC/JMC cumulative grade-point average (GPA) of 3.5. In addition, students must:

- ◆ Earn a minimum 3.3 GPA in the concentration courses (at least 18 residential credits in the leadership and management, computer technology and e-commerce concentrations).
- ◆ Earn a minimum 3.2 GPA in the core courses (at least 8 residential credits).
- ◆ Complete in LRSP concentration, LRSP 461; in CTEC concentration, CTEC 461 and in e-commerce concentration, CTEC 462.
- ◆ Propose a topic for a directed study that culminates in a thesis one full semester prior to planned graduation.
- ◆ Enroll in a directed study during the last session/semester prior to planned graduation.
- ◆ Submit copies of thesis to program committee one full week prior to presentation/defense of thesis.
- ◆ Successful presentation/defense of thesis to program committee with a grade of A- (3.75) or higher.

The appropriate Program Director and the Dean of the JMC Faculty must approve any change in the application of this policy.

Dean's List

Undergraduate students who earn a semester grade-point average of 3.5 or higher based on six graded credits are placed on the Dean's Honor List for the semester and their permanent record is noted.

Outstanding Student Award

Beginning in May 2003, an award will be presented annually to the outstanding graduate in each of the three degree programs at JMC. To be nominated for

the award, the student must have a minimum 3.8 GPA, and must demonstrate academic excellence beyond the GPA. The student must demonstrate leadership, enthusiasm, commitment and professional potential. The faculty of each program will select its outstanding graduate, and the award will be kept secret until Commencement each spring. The selected student will receive a monetary award and special commemorative plaque.

President's List

Undergraduate students who earn a semester grade-point average of 4.0 based on six graded credits are placed on the President's List and their permanent record is noted.

Graduate

Outstanding Student Award

Beginning in May 2003, an award will be presented annually to the outstanding graduate in each of the three degree programs at JMC. To be nominated for the award, the student must have a minimum cumulative 3.8 GPA, and must demonstrate academic excellence beyond the GPA. The students must demonstrate leadership, enthusiasm, commitment and professional potential. The faculty of each program will select its outstanding graduate, and the award will be kept secret until Commencement each spring. The selected student will receive a monetary award and special commemorative plaque.

Who's Who Among Students in American Universities and Colleges

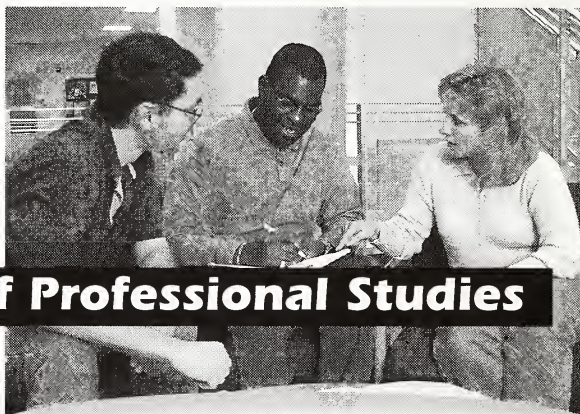
Graduate students are recognized in the Commencement program each Spring, and are awarded certificates during Commencement week. JMC students selected for recognition in Who's Who must meet the following criteria:

1. At least 21 credits completed at JMC, with no more than 6 transfer credits
2. 3.8 grade-point average
3. No C's
4. No more than one B in the degree program

No application is necessary. Eligible students automatically will be reviewed and selections made by the JMC Office of Advising and Student Services.

Academic Programs

The enrollment procedures for each of the following academic programs are published by the Office of Admissions. Anyone who considers applying to a JMC program should consult the most recent program publications or contact the Office of Admissions for more information.



The Bachelor of Professional Studies (BPS) program is designed to equip participating students with immediately applicable skills and competencies while preparing them to understand, serve, and lead their organizations. This degree completion program provides graduates with both theoretical and practical educational experiences that are designed to enhance their current professional capabilities as well as prepare them for new career opportunities.

The BPS degree program is designed for individuals possessing a minimum of 30 credits. To fulfill JMC degree requirements, students must earn a minimum of 120 semester credits, 30 of which must be earned at JMC following admission. Students may receive BPS resident credit for MWC/JMC courses completed during the summer and semester immediately prior to entering the BPS program.

Current degree program requirements include 30 general education credits, at least 42 elective credits, 12 credits in the BPS core, and 36 credits in a BPS concentration (of which 18 must be related elective). Current concentrations include leadership and management, computer technology, and e-commerce.

General Education Requirements

Students who have earned a Virginia Community College System (VCCS) Associate in Arts (A.A.), Associate in Science (A.S.), or Associate in Arts and Sciences (AA&S), as of fall 1993 and after, prior to enrolling at JMC have fulfilled the College's general education requirements. The VCCS degrees do not fulfill

across-the-curriculum requirements. Students who have not earned one of the three previously mentioned VCCS associate's degrees or who have earned a VCCS general studies associate's degree or applied associate's degree must meet the following 30 credit general education requirements:

Requirement 1 – English Competence. (3 semester credits) The ability to write logically, clearly, and precisely. The ability to acquire, organize, present, and document ideas and information.

Requirement 2 – Natural Science and Mathematics. (9 semester credits, including at least 3 credits of natural or general science and 3 credits of college-level mathematics) An understanding of mathematical thought and the ability to conceptualize and apply mathematical logic to problem solving. An appreciation of the major contributions of science to an understanding of the natural world and to the possible solution of contemporary problems.

Requirement 3 – Humanities. (6 semester credits) An understanding of human culture as expressed in disciplines such as art appreciation, art history, classics, history of drama, history of film, literature, music appreciation, music history, philosophy excluding logic and reasoning, and religion.

Requirement 4 – Communication Arts. (6 semester credits) An understanding of different media used to facilitate communication. Disciplines include computer language, creative writing, foreign language, logic, reasoning, music theory or performance, performing arts, photography, speech, studio art, and technical writing.

Requirement 5 – Social Sciences. (6 semester credits) An understanding of the history and development of the forces shaping human behavior, social structures, and institutions. Disciplines include anthropology, economics, geography, history, political science, psychology, and sociology.

Across-the-Curriculum Requirements

In addition to fulfilling the general education requirements, students must also fulfill the following BPS Across-the-Curriculum (ATC) requirements:

Writing Intensive Requirement. Two designated courses, one of which must be English Composition 101, or the equivalent, that provide instruction appropriate to the subject or discipline and to the writing tasks assigned. This requirement may be fulfilled in conjunction with designated program course offerings.

Speaking Intensive Requirement. Two designated courses in which oral assignments are a significant portion of students' graded work. This requirement may be fulfilled in conjunction with general education or BPST core courses. Some of the across-the-curriculum requirements can be fulfilled by completing selected BPST courses.

Portfolio (Credit for Life/Work Experience)

The portfolio system is designed to award college credit for applicable college-level learning acquired through non-academic experiences. Learning documented in the portfolio must be equivalent in scope and complexity to what students learn in college classrooms. Hence, the portfolio system is a way of recognizing experiential learning, which is genuinely equivalent to college classroom learning. All credit earned through portfolio assessment must be measurable or verifiable by a qualified, formally appointed assessor and is considered transfer credit.

While a great deal is learned from life's experiences, e.g., marriage, parenthood, these experiences do not automatically translate into college credit; a portfolio must present what a student has learned in such a way that the assessor can identify and measure it. While most adults can do a great many complex things – such as fill out income tax forms, balance checkbooks and vote for presidential candidates – JMC and MWC will not award college credit for normal adult competencies.

Students who want to present a portfolio must be seeking a MWC/JMC degree and are required to enroll in and satisfactorily complete PORT 101: Portfolio Development prior to presenting the portfolio for assessment. This course carries one pass/fail credit and is offered three times a year. The course defines the kind of learning a portfolio can present successfully, provides a detailed outline of the portfolio format, and offers each student specific instruction in the assembly of the initial stages of his/her portfolio. It also outlines additional methods, other than the portfolio, for providing documentation of experiential learning for college credit. Further information about the course can be obtained from the Office of Advising and Student Services.

The usual ceiling for portfolio credit awards is 15 credits; in exceptional cases the award can be as high as 30, but exceptional cases are just that, exceptional. Students enrolled in the BPS program, due to the nature of the program and changing technology, should not include knowledge and experiences older than six years; exceptions will be considered on an individual basis. Students may submit as many portfolios as they like. Currently, the assessment fee for each portfolio is \$100. Portfolios should not exceed 250 pages.

Portfolios must be submitted prior to accumulating 90 semester hours of transfer credit. The transfer credit total – including a combination of credits from other accredited institutions, standardized tests, portfolio, military, CLEP and ACE – for the BPS degree cannot exceed 90 semester credits.

Portfolios must be submitted to the Office of Advising and Student Services within 12 months of completion of the portfolio course, and must be submitted prior to the student's final semester in the degree program. Credits awarded may be used to satisfy general education requirements, elective credit requirements and selected major credit requirements. The student's advisor and the Office of Advising and Student Services must approve all major or concentration credit.

Because there is a significant amount of work involved in preparing a portfolio, with no guarantee of successful outcome, students should discuss the project at some length with their faculty advisors and with an advisor in the Office of Advising and Student Services. If the decision is made to pursue credit awards through the portfolio process, permission to enroll in PORT 101: Portfolio Development must be secured from the Office of Advising and Student Services.

Transfer Credit

Students may transfer a maximum of 90 semester credits toward fulfilling their JMC degree requirements. Contingent on an evaluation of course content, transfer credit may be used to satisfy general education, core, concentration, and/or elective credit requirements. No more the two-thirds (eight credits) of the BPS core and no more than one-half (18 credits) of the BPS concentration may be transfer credit.

Course Completion Options

Students may fulfill prerequisite, general education, and elective course requirements by:

- ◆ Taking courses at the Fredericksburg campus of MWC or at regional community college campuses,
- ◆ Completing JMC courses through credit by examination (limited availability),
- ◆ Completing distance-learning courses offered through the Southern Regional Education Board's Electronic Campus (www.sreb.org) and other prior-approved distance-learning courses,
- ◆ Receiving credit through The College Board's CLEP (www.collegeboard.com/clep) available at JMC,
- ◆ Receiving credit through JMC's Portfolio (credit for life/work experience) option,
- ◆ Taking prior approved courses at accredited colleges and/or universities in the U.S.

BPST Core Requirements (12 credits)

The purpose of the core requirements is to provide students with effective communication, analytical, problem-solving, and decision-making skills.

BPST 303 Professional Communication

BPST 306 Ethical and Legal Issues in Organizations

BPST 307 Research Design and Quantitative Methods

BPS Concentrations

Leadership and Management (36 credits) plus BPST Core (12 credits)

Prepares individuals for leadership and managerial positions in public and private organizations.

Required Courses (18 credits)

- LRSP 301 Leadership and Organizational Behavior
- LRSP 302 Financial and Managerial Accounting Policy
- LRSP 461 Business Strategy in a Global Environment

Related Elective Courses (18 credits from the following)

- CTEC 301 Web Design and Unix Applications
- LRSP 303 E-Money and Financial Management
- LRSP 304 Economics for Managers
- LRSP 404 Marketing for Managers
- LRSP 405 Human Resource Management and Employment Law
- LRSP 471 Special Topics
- LRSP 491 Directed Study
- LRSP 499 Internship

Computer Technology (36 credits) plus BPST Core (12 credits)

Prepares individuals for professional computer and technology management positions in public and private organizations.

Required Courses (18 credits)

- CTEC 301 Web Design and Unix Applications
- CTEC 402 Advanced Operating Systems and Systems Architecture
- CTEC 461 Software Engineering and Project Management

Related Elective Courses (18 credits from the following)

- CTEC 302 Visual Programming
- CTEC 303 Data Structures and Object Oriented Programming with Java
- CTEC 401 Artificial Intelligence and Database Management Systems
- CTEC 404 Networking and Advanced HTML
- CTEC 471 Special Topics
- CTEC 491 Directed Study
- CTEC 499 Internship
- LRSP 301 Leadership and Organizational Behavior
- LRSP 302 Financial and Managerial Accounting Policy

E-Commerce (36 credits) plus BPST Core (12 credits)

Prepares individuals for leadership and technology positions in organizations that make extensive use of the Internet to facilitate essential business functions such as marketing, EDI, financial transactions and buying and selling of products.

Required Courses (36 credits)

- CTEC 301 Web Design and Unix Applications
- CTEC 401 Artificial Intelligence and Database Management Systems
- CTEC 404 Networking and Advanced HTML
- CTEC 462 Building Successful E-Commerce Businesses
- LRSP 302 Financial and Managerial Accounting Policy
- LRSP 303 E-Money and Financial Management

BPST Course Descriptions

BPST 303 Professional Communication (4 credits)

Prerequisite: English Composition 101 or equivalent

ATC Designation: Writing Intensive and Speaking Intensive

Students will be able to delineate the importance of effective professional written and oral communications skills. Students will analyze examples of workplace writing including memos, letters, technical/professional documents, reports, and proposals, and develop skills in understanding, editing, revising and creating appropriate written materials. Students will also learn the elements of conceptualizing, researching, and writing an academic paper, including the appropriate use of American Psychological Association (APA) format. Students will study the importance of effective oral communication and will be able to delineate the impact of power, position, age, ethnicity, culture, and gender on interpersonal, group, and organizational communications. Students will also demonstrate proficiency in the development of individual and group oral presentations employing presentation graphics software.

BPST 306 Ethical and Legal Issues in Organizations (4 credits)

ATC Designation: Speaking Intensive

Students will examine, analyze and explore legal and ethical concepts as they apply to organizational, management, and information technology issues. Topics include the ethical and legal dilemmas that result from having to quickly respond to complex political, strategic, and operational organizational issues and from the pervasive impact and presence of information technology. Practical technology security issues also will be addressed.

BPST 307 Research Design and Quantitative Methods (4 credits)

ATC Designation: Writing Intensive

This course provides an overview of research methods and techniques

used by professionals and managers to make decisions and allocate resources. Fundamentals of the scientific method are introduced early to facilitate problem solving. Topics include research design, data gathering techniques, methods of statistical analysis (such as regression analysis), and interpreting statistical tests. Decision analysis, linear programming, forecasting, and queuing theory are also covered. Data sets and problems are used to illustrate the application of statistics, quantitative methods, and management science in decision-making.

LRSP Course Descriptions

LRSP 301 Leadership and Organizational Behavior (6 credits)

This course emphasizes leadership and management theories and practices. Students are introduced to historical and contemporary management and leadership theories and issues, and the role of leadership in transforming organizations to meet the needs of the 21st century. Additional topics include principles of management, organizational behavior, culture, motivation, group dynamics and team building, structure and design, change and development.

LRSP 302 Financial and Managerial Accounting Policy (6 credits)

Applies and integrates financial and managerial accounting policy in a management framework. Emphasis is placed on using accounting data to make managerial decisions and assess performance. Leadership and management aspects of accounting are considered. Topics include Generally Accepted Accounting Principles, Generally Accepted Auditing Standards, and Statements on Management Accounting, cost-volume-profit relationships, activity-based costing, operational and capital budgeting, and financial statement analysis.

LRSP 303 E-Money and Financial Management (6 credits)

Prerequisite: LRSP 302 Financial and Managerial Accounting Policy or equivalent

This course studies financial management, with an emphasis on managing money in an electronic environment. Topics include financial management principles and concepts; managing internal controls, bad debt, and financial risk; managing working capital; bond and stock valuation; the time value of money; the cost of capital and capital structure; and the e-money and financial regulatory environment, such as Federal Reserve Board rules and regulations. Financial statement analysis techniques covered in LRSP 302 are reinforced.

LRSP 304 Economics for Managers (6 credits)

This course examines the major tools and concepts of economic analysis and how they are applied to making business decisions and allocating resources. Topics include microeconomics and the theory of the firm; tools and techniques of economic analysis; money, monetary policy, and macroeconomics. A management-oriented approach to using economic theory to make management decisions is utilized.

LRSP 404 Marketing for Managers (6 credits)

From a marketing manager's perspective, this course explores the classical competitive factors of price, product, promotion and place, as well as contemporary competitive factors of quality, speed, innovation and customer service. Additional topics include service strategy, development of service systems, differentiating services from products, and the application of key marketing concepts to a variety of profit and nonprofit organizations. Attention is given to fundamental marketing research techniques and the importance of marketplace information to marketing practices.

LRSP 405 Human Resource Management and Employment Law (6 credits)

This course examines the principles and practices of human resource management, including recruiting, hiring, orienting, training, developing, disciplining, rewarding and recognizing employees. Also included are the critical legal issues faced by human resource professionals and practicing managers, particularly in an increasingly litigious environment. The evolving strategic role of human resource professionals and HR practices are delineated and discussed.

LRSP 461 Business Strategy in a Global Environment (6 credits)

Prerequisite: minimum of 18 LRSP course credits and minimum of 8 BPST course credits

This capstone course for the Leadership and Management concentration integrates the functional areas of business learned in other courses in the Leadership and Management concentration. Through the use of a variety of instructional strategies, e.g., computer-based simulations and case studies, students learn to make critical leadership decisions concerning organizational policy, competitive strategy, and operational tactics while addressing ethical considerations and stakeholder issues. Included are the critical issues facing organizations resulting from globalization and operating across international boundaries.

LRSP 471 Special Topics (3-6 credits)

Prerequisite: topic dependent

Selected topics will reflect faculty specialization or program needs. The purpose of this course is to provide opportunities for concentrated study or to equip students with specialized knowledge and competencies that will be required of leaders. May be repeated for credit with a change in topic.

LRSP 491 Directed Study (3-6 credits)

Prerequisites: senior standing and permission of Program Director

This is an individual study under faculty direction on a topic of relevance to the LRSP concentration.

LRSP 499 Internship (3-6 credits)

The Professional Internship Program at JMC offers students opportunities to experience various fields of employment while working with a variety of organizations on important and challenging projects. These experiences augment classroom learning while allowing on-the-job training. See Program Director.

CTEC Course Descriptions

CTEC 301 Web Design and Unix Applications (6 credits)

Prerequisite: completion of an operating systems course or current working knowledge of an operating system such as XENIX, Windows 95 or Windows NT. Experience with a high-level language (C/C++) preferred.

This course covers fundamental and advanced concepts in the multi-user, multitasking operating system environment of UNIX. It also includes UNIX system administration, network support, a productive software development environment, and a rapidly expanding set of end-user applications. Additionally, this course covers how to use the latest Web technologies to create a site for e-business. Through demonstrations and discussions, students become familiar with popular scripting languages such as VBScript, Javascript, and Perl. Students are exposed to sample software solutions in order to gain an understanding of what tools, code, and designs work best to solve e-business problems, enhance workflow, and meet e-business requirements. The entire process of creating a fully functional Web site is taught, including instruction on obtaining and installing the tools, creating the graphics, designing and developing Web pages and their elements, coding the applications and publishing to the Web. The course is intended for students with a previous course in programming. It covers object-oriented methods, graphical user interfaces, and event-driven programming using current scripting languages.

CTEC 302 Visual Programming (6 credits)

Prerequisite: CTEC 301 Web Design and Unix Applications or equivalent. Completion of BPST 303 Professional Communication preferred.

Students write programs from stated problems or specifications, applying structured programming methods to produce required results. Commercial tools, such as Visual C++ or Visual Basic, are used to teach students to modify and maintain existing programs as well as developing, configuring and implementing graphical user interfaces. Topics will include hardware/software interfaces, interrupt structures, and real-time event handlers.

CTEC 303 Data Structures and Object Oriented Programming with Java (6 credits)

Prerequisites: CTEC 301 Web Design and Unix Applications or equivalent, and 3 credits of Pre-Calculus or higher or BPST 307 Research Design and Quantitative Methods. Completion of BPST 303 Professional Communication preferred.

Students will be introduced to object-oriented programming (OOP) and the basic terminology of OOP, object-oriented design (OOD) and how to apply the OOP technique. This course provides additional programming experience using common data structures such as records, files, stacks, queues, binary search trees, and a variety of linked lists. Additionally, this course addresses applications and applets, methods, variable types and declarations. Additional topics include control structures, objects and classes, arrays and strings, and class inheritance.

Students gain experience in creating user interfaces, handling exceptions, and addressing input and output as well as multimedia issues.

CTEC 401 Artificial Intelligence and Database Management Systems (6 credits)

Prerequisite: CTEC 301 Web Design and Unix Applications, or equivalent. Completion of BPST 303 Professional Communication preferred.

This course introduces expert system design and development. Students examine the present and potential applications of expert systems and issues relating to knowledge acquisition and knowledge engineering. Students will build an expert system using a commercially available software package. Additionally, this course introduces database principles, including the evolution of database management, data modeling, the evaluation, selection, implementation, and use of Database Management System software. Students will experiment with current PC-based database packages.

CTEC 402 Advanced Operating Systems and Systems Architecture (6 credits)

Prerequisite: CTEC 301 Web Design and Unix Applications or equivalent, and at least one of the following: Pre-Calculus or higher; Discrete Structures or BPST 307 Research Design and Quantitative Methods. Completion of BPST 303 Professional Communication preferred.

Students are introduced to computer hardware components and their synthesis into architectures ranging from the von Nuemann model to contemporary parallel processors. Special emphasis is placed on control and synchronization of components. Topics include the architecture of peripheral devices; instruction sets, addressing schemes, and the internal representation and manipulation of data. The differences between machine and assembly languages are contrasted. Additionally, this course explores the latest developments in both non-distributed and distributed operating systems. Topics include file systems, memory management, scheduling, failure, recovery, and fault-tolerance. Theoretical aspects addressed are event ordering, mutual exclusion, deadlock detection, process synchronization, security, and cryptography.

CTEC 404 Networking and Advanced HTML (6 credits)

Prerequisite: CTEC 301 Web Design and Unix Applications or equivalent. Completion of BPST 303 Professional Communication preferred.

This course provides a survey of networking technologies. It includes a review

of the ISO reference model and introduction to widely used protocols. Particular emphasis is given to Ethernet, FDDI, X.25, ATM, the Internet protocols, OSI, DECnet, and Novell protocols. The course includes a discussion of network operating systems, e.g., Novell, distributed file systems, e.g., NFS, and distributed processing, e.g., remote procedure calls. Additionally, this course covers the design and development of Web pages using Java Script, URLs, formatting text (including pictures, sound and custom-designed media), creating tables, and creating forms. The relationship of networks and how they affect Web design and implementation is discussed and used to successfully publish sample projects.

CTEC 461 Software Engineering and Project Management (6 credits)

Prerequisites: at least 18 credits of other concentration courses completed; at least 8 credits of BPST courses completed; 3 hours of statistics or BPST 307 Research Design and Quantitative Methods; and, this course is designed to be taken the last semester before graduation.

Completion of BPST 303 Professional Communication preferred.

This course covers methods for the analysis, design, and implementation of a software system and provides an overview of project management. Topics include decomposition of modules, style, and debugging, methods for managing the software life cycle, cost estimating, scheduling, and human factors engineering. Various software systems, such as Computer-Assisted Software Engineering (CASE) tools, are addressed. Principles, methods, tools and techniques available to assist managers in planning, implementing and controlling projects are also discussed. Practical projects and the implications for managers are addressed.

CTEC 462 Building Successful E-Commerce Businesses (6 credits)

Prerequisites: at least 18 credits of other concentration courses completed, at least 8 credits of BPST courses completed, and this course is designed to be taken the last semester before graduation. Completion of BPST 303 Professional Communication preferred.

Students in this e-commerce capstone course will study the components that make up an e-commerce system. Current businesses using e-commerce are studied in detail. Topics include management strategies, network infrastructure, security issues, risk analysis, cost analysis, marketing, Internet presence and project management of building and maintaining e-commerce systems. Research papers and/or projects are used to strengthen students' understanding of the concepts involved in designing and implementing e-commerce business systems.

CTEC 471 Special Topics (3-6 credits)

Prerequisite: topic dependent

Selected topics that reflect faculty specialization or program needs. Topics may include simulation techniques, parallel processing, and artificial intelligence. May be repeated for credit with a change in topic.

CTEC 491 Directed Study (3-6 credits)

Prerequisites: senior standing and permission of Program Director

This is an individual study under faculty direction on a topic of relevance to the Computer Technology concentration.

CTEC 499 Internship (3-6 credits)

The Professional Internship Program at JMC offers students opportunities to experience various fields of employment while working with a variety of organizations on important and challenging projects. These experiences augment classroom learning while allowing on-the-job training. See Program Director.

Graduate Degree Programs



Master of Education

The Post-Baccalaureate Initial Teacher Licensure Program with an M.Ed. Option

The M.Ed. for Professional Development and Added Teaching Endorsement

There are two tracks in the Master of Education (M.Ed.) program: Track I, the post-baccalaureate initial teacher licensure program with an M.Ed. option, and Track II, the M.Ed. for practicing teachers who already possess initial licensure and are seeking professional development, license renewal, or an added teaching endorsement. The M.Ed. program is designed to be broad in scope and flexible enough to meet the needs of adult learners, with courses offered in the evenings.

Track I: The Post-Baccalaureate Initial Teacher Licensure Program with an M.Ed. Option

The Post-Baccalaureate Initial Teacher Licensure Program is designed for adults who have earned a bachelor's degree, have some professional work experience, and want to obtain teaching credentials. Candidates with at least three years of career experience may elect to pursue initial licensure only or take additional courses to complete the requirements for the M.Ed. degree. Candidates who have completed the bachelor's degree in the past 12 months or do not have three years of work experience must complete the M.Ed. option as well as the initial licensure program.

The primary goal of the program is to insure that teacher candidates, through support, supervision, and evaluation, can demonstrate and apply the competencies enumerated in the Virginia Licensure Regulations and demonstrated by skillful teachers. The program requires the basic coursework and field experiences

prescribed by the Virginia Licensure Regulations for an initial teaching license but establishes, through advising, a personalized plan to assure that all teaching and subject knowledge competencies are demonstrated and all standards are met.

Conceptual Framework

These are guiding principles for the post-baccalaureate initial licensure program:

- ◆ Quality is crucial and must be maintained in all aspects of the programs offered. Any flexibility allowed by the program must not jeopardize the quality of teachers prepared by it.
- ◆ All state standards will be met; teacher candidates will effectively address the Virginia Standards of Learning in the classroom. Screening/assessment of individual strengths and deficiencies in meeting the standards will occur throughout the program.
- ◆ Collaboration with the entire community, e.g., program participants, school division personnel, mentor teachers, Virginia Department of Education (VDOE) staff, will assure that the quality of the program is maintained and that the program is meeting the needs of the community.
- ◆ The program will be as field-based as practicable, i.e., hands-on, with a strong mentoring component.

The program has three components: endorsement requirements, professional studies requirements, and M.Ed. degree completion requirements.

Endorsement requirements are typically met prior to enrollment in the program. For example, someone who wishes to teach mathematics should either have the equivalent of a mathematics major in coursework and/or experience or be prepared to make up the coursework deficiencies. The two exceptions to this model are English as a Second Language and Special Education. Graduate-level coursework is available as a part of the program to fulfill those endorsement requirements.

Professional Studies credit requirements for the initial teacher licensure programs:

Program	Elementary Education	Middle Education	Secondary Education	PreK-12 Education	K-12 Special Education
Credits Required	31	31	27	27	31

NOTE: Individuals who go beyond initial licensure to complete the M.Ed. degree program will take an additional 15 credits of graduate work.

Full-time participants in this program – with the exception of ESL and special education endorsements – can typically complete initial licensure coursework in a year and a half. The additional 15 credits to complete the M.Ed. option could be completed in an additional semester or two, if courses are taken along with initial

licensure coursework. Part-time students may typically take three or four years to complete licensure requirements.

Field mentorship (student teaching), required for all students in Track I, is a 14-week field-based teaching experience in the appropriate grade level or subject area. Self-analysis and reflection on planned and implemented instruction and frequent conferences with the mentor teacher and JMC supervisor are prominent aspects of the experience. Prospective teachers will also meet as a group throughout the experience for seminars and workshops. Because field mentorship must be a supervised experience, student teaching placements are made in schools local to the James Monroe Center.

Initial Teacher Licensure Programs

Elementary Education (PreK-6)

Middle Education (6-8)

Secondary Education (6-12) Endorsements

Computer Science

English

History and Social Science

Geography

Government

History

Mathematics

Science

Biology

Chemistry

Earth Science

Physics

Vocational Education

Business Education

Marketing Education

PreK-12 Endorsements

Art

English as a Second Language

Foreign Language

French

German

Spanish

Latin

Music

Vocal/Choral

Instrumental

K-12 Endorsements

Special Education (ED/LD/MR)

Admission, Continuance and Exit Requirements for Initial Teacher Licensure

Admission Requirements for the Program

The following requirements are necessary for admission to the Track I Post-Baccalaureate Initial Teacher Licensure Program:

1. A completed application;
2. An undergraduate degree from an accredited college or university;
3. Official transcripts of all undergraduate, and any graduate, coursework completed;
4. Competitive applicants are encouraged to have a cumulative grade-point average (GPA) of 2.5 or higher on undergraduate coursework, a 3.0 cumulative GPA on graduate coursework;
5. A resume outlining experiences and education. Candidates who have completed their bachelor's degree in the past 12 months and do not have three years of work experience must complete the M.Ed.;
6. Scores on PRAXIS I – reading, writing, and mathematics – tests;
7. An interview may be required; and
8. Submission of two essays.

Requirements for Continuance in the Program

To remain in the program, students must:

1. Obtain passing scores on PRAXIS I tests by the end of the student's first full year of study (excluding summer term) to remain in good standing in the program;
2. Remain in good academic standing. Students must maintain at least a B (3.0) GPA with no more than two C's in coursework and successful completion of all field experiences. A student must be in good standing for admission into EDCI 550 Field Mentorship. A grade of D+ or below in a course or C+ or below in EDCI 550 Field Mentorship will result in expulsion from the program;

3. Demonstrate potential for teaching excellence as indicated by performance of course and field experience requirements and positive evaluations or indications of potential and growth by mentor teachers on field experience work;
4. Demonstrate endorsement/subject knowledge competence – by transcript review, evaluation by subject specialist/mentor teachers, PRAXIS II scores – and continued progress in fulfilling any assessed deficiencies. The student, in consultation with and with approval of the faculty advisor, will develop an individual educational plan indicating any endorsement course/competency deficiencies and the agreed upon means of fulfilling them;
5. Demonstrate continuous progress in meeting all program requirements as established in the Program Handbook. This includes a self-inventory checklist of Virginia licensure standards and competencies, as well as pedagogical/professional standards and competencies;
6. Obtain passing scores on state-required PRAXIS I and PRAXIS II tests; and
7. Be accepted into EDCI 550 Field Mentorship by being in good standing in the program. Applications are due the prior semester. Deadlines for application are October 1 for spring semester and February 1 for summer and fall semesters.

The faculty advisor will assess the progress of the teacher candidate each semester. If the student is not in good academic standing, performs unsatisfactorily in field experience, fails to work toward fulfilling endorsement deficiencies, fails to make progress in completing program requirements, or is unsuccessful in passing PRAXIS I tests within one year and the PRAXIS II test by the end of the program, the faculty advisor will request that the program faculty review the status of the student. The faculty review will determine whether or not the student will be allowed to continue in the program. If allowed to continue, the faculty will determine the requirements and time frame necessary to regain “good standing” status.

Exit Requirements for the Program

The student must:

1. Complete all coursework and field experiences with at least a B (3.0) GPA;
2. Obtain passing scores on state-required PRAXIS I and PRAXIS II tests;
3. Perform at an acceptable level in EDCI 550 Field Mentorship, as indicated by: mentor teacher and College supervisor evaluations, successful completion of a portfolio on CD-ROM, and a final grade of B- or higher;
4. Complete all teacher licensure requirements as verified through an exit interview.

Admission, Continuance and Exit Requirements for the Track I M.Ed. Degree

Admission Requirements for the Program

The following requirements are necessary for admission to the Track I Post-Baccalaureate Initial Teacher Licensure Program with the M.Ed. Option:

1. A completed application;
2. An undergraduate degree from an accredited college or university;
3. Official transcripts of all undergraduate, and any graduate, coursework completed;
4. Competitive applicants are encouraged to have a cumulative grade-point average (GPA) of 2.5 or higher on undergraduate coursework, a 3.0 cumulative GPA on graduate coursework;
5. A resume outlining experiences and education. Candidates who have completed their bachelor's degree in the past 12 months and do not have three years of work experience must complete the M.Ed.;
6. Scores on PRAXIS I – reading, writing, and mathematics – tests;
7. An interview may be required; and
8. Submission of two essays.

Requirements for Continuance in the Program

To remain in the program, students must:

1. Obtain passing scores on PRAXIS I tests by the end of the student's first full year of study (excluding summer term) to remain in good standing in the program;
2. Remain in good academic standing. Students must maintain at least a B (3.0) GPA with no more than two C's in coursework. A grade of D+ or below in a course will result in expulsion from the program; and,
3. Demonstrate potential for teaching excellence as indicated by performance in coursework; this includes a self-inventory checklist of Virginia licensure standards and competencies, as well as pedagogical/professional standards and competencies.

The faculty advisor will assess the progress of the M.Ed. candidate each semester. If the student is not in good academic standing, fails to make progress in completing program requirements, or is unsuccessful in passing PRAXIS I tests within one year, the faculty advisor will request that the program faculty review the status of the student. The faculty review will determine whether or not the student

will be allowed to continue in the program. If allowed to continue, the faculty will determine the requirements and time frame necessary to regain "good standing" status.

Exit Requirements for the Track I M.Ed. Degree

The student must:

1. Complete the required course of study for the M.Ed. with a minimum of 33 credits (excluding practica and field mentorship credits) with at least a B (3.0) GPA;
2. Obtain passing scores on PRAXIS I tests; and,
3. Complete all M.Ed. requirements as verified through an exit interview. A degree application should be submitted February of the year before the student expects to graduate.

Major Course of Study: Elementary Education Endorsement

Candidates for licensure in this program should possess a bachelor's degree with either a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below – or equivalent courses verified by a program advisor – and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and content fields (English, mathematics, history and social science, and science). Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses (31 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the Elementary Education Program:

- EDCI 500 Teaching and the Development of the Learner (3 credits)
- EDCI 502 Educational Goals and Practices I: Elementary (3 credits)
- EDCI 503 Practicum in Goals and Practices I: Elementary (1 credit)
- EDCI 504 Educational Goals and Practices II: Elementary (3 credits)
- EDCI 505 Practicum in Goals and Practices II: Elementary (1 credit)
- EDCI 506 Foundations of American Education (3 credits)
- EDCI 507 Early Literacy Development (3 credits)
- EDCI 508 Practicum in Early Literacy Development (1 credit)
- EDCI 509 Language and Literacy Development (3 credits)
- EDCI 510 Practicum in Language and Literacy Development (1 credit)
- EDCI 550 Field Mentorship (6 credits)
- ITEC 501 Instructional Technologies (3 credits)

Major Course of Study: Middle Education Endorsement

Candidates for licensure in this program should possess a bachelor's degree with a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below – or equivalent courses verified by a program advisor – and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and content fields (the equivalent of 21 credits each in two of the following areas of concentration: English, mathematics, science, and history/social sciences). Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses (31 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the Middle Education Program:

- EDCI 500 Teaching and the Development of the Learner (3 credits)
- EDCI 506 Foundations of American Education (3 credits)
- EDCI 509 Language and Literacy Development (3 credits)
- EDCI 510 Practicum in Language and Literacy Development (1 credit)
- EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
- EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)
- EDCI 513 Educational Goals and Practices: Middle School (3 credits)
- EDCI 514 Practicum in Goals and Practices: Middle School (1 credit)
- EDCI 515 Literacy and Language Across the Curriculum (3 credits)
- EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 credit)
- EDCI 550 Field Mentorship (6 credits)
- ITEC 501 Instructional Technologies (3 credits)

Major Course of Study: Secondary Education Endorsements

Candidates for licensure in this program should possess a bachelor's degree with a major, or the equivalent of a major in training and experience, in the endorsement sought, i.e., a major in English if they wish to teach English. They must complete the professional studies course requirements listed below – or equivalent courses verified by a program advisor – and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and endorsement subject area. Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses (27 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the Secondary Education Program:

- EDCI 500 Teaching and the Development of the Learner (3 credits)
- EDCI 506 Foundations of American Education (3 credits)
- EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
- EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)
- EDCI 515 Literacy and Language Across the Curriculum (3 credits)
- EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 credit)
- EDCI 517 Educational Goals and Practices: Secondary School (3 credits)
- EDCI 518 Practicum in Goals and Practices: Secondary School (1 credit)
- EDCI 550 Field Mentorship (6 credits)
- ITEC 501 Instructional Technologies (3 credits)

Major Course of Study: PreK-12 Education Endorsements (Excluding Special Education)

Candidates for licensure in this program should possess a bachelor's degree with a major, or the equivalent of a major in training and experience, in the endorsement sought, i.e., a major in art if they wish to teach art. They must complete the professional studies course requirements listed below – or equivalent courses verified by a program advisor – and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and endorsement subject area. Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. English as a Second Language endorsement coursework is offered at JMC (see below). Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses (27 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the PreK-12 Education Program:

- EDCI 500 Teaching and the Development of the Learner (3 credits)
- EDCI 502 Educational Goals and Practices I: Elementary School (3 credits)
- EDCI 503 Practicum in Goals and Practices I: Elementary School (1 credit)
- EDCI 506 Foundations of American Education (3 credits)
- EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
- EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)
- EDCI 515 Literacy and Language Across the Curriculum (3 credits)
- EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 credit)
- EDCI 550 Field Mentorship (6 credits)
- ITEC 501 Instructional Technologies (3 credits)

English as a Second Language (15 Credits)

Prerequisite: six credits in a modern foreign language

In addition to the 27 credits of professional studies coursework outlined above, the following endorsement courses are required of all candidates seeking ESL endorsement:

- TESL 500 Introduction to English Linguistics (3 credits)
- TESL 511 Pedagogical and Descriptive Grammar of Modern English (3 credits)
- TESL 512 Second Language Acquisition (3 credits)
- TESL 514 Cross-Cultural Education (3 credits)
- TESL 530 TESL Methodology (3 credits)

Major Course of Study:

K-12 Special Education Endorsement (ED, LD, MR)

Candidates for licensure in this program must possess a bachelor's degree and complete the endorsement requirements for emotional disturbance, learning disabilities, and mental retardation. They must complete the professional studies and endorsement course requirements listed below – or equivalent courses verified by a program advisor – and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and endorsement area. Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses (31 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the K-12 Special Education Program:

- EDCI 500 Teaching and the Development of the Learner (3 credits)
- EDCI 506 Foundations of American Education (3 credits)
- EDCI 507 Early Literacy Development (3 credits)
- EDCI 508 Practicum in Early Literacy Development (1 credit)
- EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
- EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)
- EDCI 550 Field Mentorship (6 credits)
- EDSE 519 General and Special Education Goals and Practices: Elementary (3 credits)
- EDSE 520 Practicum in Special Education: Elementary (1 credit)
- EDSE 521 Development and Diagnosis of Language and Literacy for Special Populations (3 credits)
- EDSE 522 Practicum in Language and Literacy for Special Populations (1 credit)
- ITEC 501 Instructional Technologies (3 credits)

In addition, these endorsement courses, or their equivalents, must be completed (18 credits):

EDSE 530A Characteristics of Students with Disabilities: ED, LD, MR (3 credits)

EDSE 532 Current Trends and Legal Issues in Special Education (3 credits)

EDSE 533 Positive Approaches to Behavior Management (3 credits)

EDSE 534 Psychoeducational Assessment and Instructional Planning: ED, LD, MR (3 credits)

EDSE 535 Collaborative Consultation and Life Planning (3 credits)

EDSE 536 Goals and Practices for Students with Mental Retardation (3 credits)

Completing the M.Ed. Option (15 credits)

A minimum of 33 credits, excluding practica and field mentorship hours, is required for the M.Ed. degree. The following courses, or their equivalents, beyond the initial licensure professional studies coursework are required of all candidates for the M.Ed. degree:

EDCI 590 Individual Research (3 credits)

EDSE 530A Characteristics of Students with Disabilities: ED, LD, MR (3 credits) ¹

EDSE 532 Current Trends and Legal Issues in Special Education (3 credits) ¹

¹ Candidates seeking ESL endorsement can substitute ESL courses.

Select two additional courses with advisor approval.

Track II: The M.Ed. for Professional Development or Added Endorsement

The Master of Education degree is also offered for practicing teachers who already possess initial licensure and seek professional development, license renewal, or an added teaching endorsement. Candidates for the M.Ed. will take nine credits of required coursework, as well as the courses required for a 27-30 credit core specialization, for a total of 36-to-39 credits to complete the program. Students may typically take two or more years to complete the degree requirements.

Conceptual Framework

Students in this program must already possess a collegiate professional or postgraduate professional Virginia license. It is a program designed for the professional development of teachers, either to support their present work in the classroom or to lead to an added teaching or administration endorsement. These are the guiding principles for this M.Ed. program:

- ◆ Quality is crucial and must be maintained in all aspects of the program.
- ◆ Collaboration with the entire community, e.g., program participants, school division personnel, VDOE staff, will assure the quality and currency of the

program and that the program is meeting state requirements and the needs of the community.

- ♦ The program will focus on meeting the needs of practicing teachers; it will strive to offer current, applied knowledge with the primary goal of producing educational and instructional leaders.

Core Programs

English as a Second Language (fulfills ESL endorsement requirements)

Diverse Student Populations (can fulfill gifted education endorsement requirements)

Special Education (can fulfill ED, LD and MR endorsement requirements)

Educational Leadership (fulfills administration and supervision endorsement requirements)

Admission, Continuance and Exit Requirements for the Track II M.Ed. for Professional Development or Added Endorsement

Admission Requirements for the Program

The following requirements are necessary for admission to the Track II, M.Ed. for Professional Development or Added Endorsement. A student must:

1. Submit a completed application for admission,
2. Submit official transcripts of all undergraduate and graduate coursework,
3. Have earned an undergraduate degree from an accredited college or university,
4. Have an undergraduate GPA of 2.5 or higher – 2.75 or higher for the Educational Leadership Program – on undergraduate coursework and 3.0 or higher on graduate coursework,
5. Provide a résumé outlining work experience and education,
6. Provide verification of the collegiate professional or postgraduate professional license, and
7. Submit two essays.

An interview may be required as part of the admission process, but would be initiated by the Admissions Committee.

Additional admission requirements for the Educational Leadership Program include:

1. Three years of experience as a licensed teacher,

2. Three current, sealed references from immediate supervisor and others qualified to address teaching performance and leadership potential,
3. An interview, and
4. A writing exercise as part of the interview which may involve responding to a case study or producing a sample administrative letter.

Requirements for Continuance in the Program

A student must maintain a B (3.0) or higher GPA with no more than two C's in coursework. A grade of D+ or below in a course or field internship will result in expulsion from the program.

Exit Requirements for the Program

Students must successfully complete the required course of study for the M.Ed. with a minimum of 36 credits and a B (3.0) or higher GPA. To acquire a school personnel licensure endorsement, which is not necessarily connected to degree completion, all endorsement requirements must be met for the endorsement sought. In the case of the administration and supervision endorsement, this may include a qualifying score on the state-required Virginia School Leaders Licensure Assessment.

Required of All Programs in Track II M.Ed. for Professional Development or Added Endorsement (9 Credits)

EDCI 546 Evaluation for Instructional Improvement (3 credits)

EDCI 590 Individual Research (3 credits)

ITEC 545 Leadership in Educational Technology (3 credits)

ESL Core Requirements (27 Credits)

Prerequisite: six credits in a modern foreign language

Designed to enhance the skills of the classroom practitioner in meeting the needs of non-native speakers of English. Leads to a post-baccalaureate certificate in TESL.

Required courses (18 credits)

EDCI 515 Language and Literacy Across the Curriculum (3 credits)

TESL 500 Introduction to English Linguistics (3 credits)

TESL 511 Pedagogical and Descriptive Grammar of Modern English (3 credits)

TESL 512 Second Language Acquisition (3 credits)

TESL 514 Cross-Cultural Education (3 credits)

TESL 530 TESL Methodology (3 credits)

Elective courses (9 credits from the following, or related courses with advisor approval)

- TESL 501 Introduction to Psycholinguistics (3 credits)
- TESL 502A Sociolinguistics and Cross-Cultural Communication (3 credits)
- TESL 510 Applied English Phonetics and Phonology (3 credits)
- TESL 513 Special Studies in Linguistics and Language Learning (3 credits)

**Diverse Student Populations Core Requirements
(27 credits)**

Designed to enhance the skills of the classroom practitioner in meeting the needs of diverse student populations. Individuals can elect to pursue gifted education endorsement.

Required courses (12 credits)

- EDCI 540 Characteristics and Education of Gifted Students (3 credits)
- EDSE 530A Characteristics of Students with Disabilities: ED, LD, MR (3 credits)
- EDSE 532 Current Trends and Legal Issues in Special Education (3 credits)
- TESL 514 Cross-Cultural Education (3 credits)

Elective courses (15 credits)

Courses selected from other programs – ESL, gifted education, and special education courses or an appropriate literacy course from the initial licensure program – with approval of advisor. May be designed to fulfill gifted endorsement requirements, as follows:

- EDCI 541 Identification and Assessment of Gifted Students (3 credits)
- EDCI 542 Teaching Gifted Learners (3 credits)
- EDCI 543 Differentiated Curriculum for the Gifted (3 credits)
- EDCI 551 Field Internship (3 credits)

**Graduate Certificate in Gifted Education
(12-18 Credits)**

A Graduate Certificate in Gifted Education is offered for prospective students who possess both a bachelor's degree and a valid Virginia collegiate professional or postgraduate professional license and wish to pursue the gifted education add-on endorsement only. The certificate requires 12-18 credits of graduate coursework. If a candidate can document, to the satisfaction of the JMC faculty and his/her school division personnel office, a year of successful, full-time teaching of heterogeneously or homogeneously grouped gifted students under the mentorship of a gifted-endorsed teacher, the three credits of internship may be waived. Competency in writing – grammar, usage, and mechanics – must also be

demonstrated and documented. There must be assurance that all state-required competencies are met. Once all coursework is completed, application for the add-on endorsement is made to the VDOE through the school division's personnel office.

Admission requirements include the completion of a brief application and submission of official undergraduate – with a 2.5 minimum GPA – and graduate – with a 3.0 minimum GPA – transcripts, plus a copy of the valid Virginia 5-year renewable license.

Requirements for the certificate, which can lead to a gifted education endorsement, are the following:

EDCI 540 Characteristics and Education of Gifted Students (3 credits)

EDCI 541 Identification and Assessment of Gifted Students (3 credits)

EDCI 542 Teaching Gifted Learners (3 credits)

EDCI 543 Differentiated Curriculum for the Gifted (3 credits)

EDCI 551 Field Internship (3 credits)

Competency: An understanding of and proficiency in grammar, usage, and mechanics and their integration in writing. If competency is not met through prior coursework, TESL 511 Pedagogical and Descriptive Grammar of Modern English is recommended.

Special Education Core Requirements (27-33 Credits)

Will fulfill ED/LD and optionally MR endorsement requirements.

Required courses (27 credits)

EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)

EDCI 551 Field Internship (3 credits)

EDSE 519 General and Special Educational Goals and Practices: Elementary (3 credits)

EDSE 521 Development and Diagnosis of Language and Literacy for Special Populations (3 credits)

EDSE 530 Characteristics of Students with Disabilities: ED, LD, MR (3 credits)

EDSE 532 Current Trends and Legal Issues in Special Education (3 credits)

EDSE 533 Positive Approaches to Behavior Management (3 credits)

EDSE 534 Psychoeducational Assessment and Instructional Planning (3 credits)

EDSE 535 Collaborative Consultation and Life Planning (3 credits)

Elective courses to add MR endorsement (6 credits)

EDCI 551 Field Internship (3 credits)

EDSE 536 Goals and Practices for Students with Mental Retardation (3 credits)

Educational Leadership Core Requirements (30 credits)

Will fulfill administration and supervision endorsement requirements.

Required Courses

EDCI 551 Field Internship (3 credits)

EDEL 540 Learning and Diverse Student Populations (3 credits)

EDEL 541 Developing, Administering, and Evaluating Curriculum (3 credits)

EDEL 542 Interpersonal and Public Impact and Influence (3 credits)

EDEL 543 Professional Development and Supervision of School Personnel
(3 credits)

EDEL 544 Managing School Finance and Facilities (3 credits)

EDEL 545 School Law and Society (3 credits)

EDEL 546 Educational Policy and Decision Making (3 credits)

MBUS 501A Organization Theory and Design (3 credits)

or MBUS 522 Leadership and Organizational Change (3 credits)

MBUS 521 Human Resource Management and Development (3 credits)

or MBUS 530 Adult Development and Learning Strategies (3 credits)

Post-Master's Certificate in Educational Leadership

This certificate program is offered for prospective students who already possess a master's degree and wish to pursue the administration and supervision endorsement only. Admission, continuance, and exit requirements are the same as those for the M.Ed. in Educational Leadership. A minimum of 24 credits must be completed at JMC, which may include the internship. The actual number of credits that an individual will need to complete will be determined by his/her prior coursework. Graduate-level professional studies coursework for the five-year renewable license will not replace instructional leadership courses. If a candidate has served successfully for one year as a principal or assistant principal at an accredited public or private school, the internship may be waived. If someone with a master's degree would like to complete a second master's, up to nine credits toward the second degree can be transferred into the program. In order to waive or transfer courses, there must be assurance that state-required competencies are met.

M.Ed. Course Descriptions

Curriculum and Instruction Course Descriptions

EDCI 500 Teaching and the Development of the Learner (3 credits)

This course provides the teacher candidate with an orientation to the program, teaching, and the growth and development of the learner. The course introduces the knowledge, skills, and attitudes requisite to competent teaching that must be demonstrated by the candidate to successfully complete the program. Required performance-based standards in planning, instruction, classroom environment,

communication, and professionalism, as well as key indicators and evaluation instruments used to assess these standards, will be presented. The teacher candidate should self-monitor his/her professional development throughout the program. Virginia Standards of Learning in subject areas and technology are introduced. The range of human development through adolescence, including intellectual, social, and personal aspects, and its impact on instructional practices and decisions are examined.

EDCI 502 Educational Goals and Practices I: Elementary (3 credits)

Recommended prerequisite or corequisite: EDCI 500

Corequisite: EDCI 503 or approval of program advisor

This course focuses on the application of teaching and learning models in the elementary classroom in the areas of history and social sciences, humanities, and fine arts curricula, instruction, and technologies. Virginia Standards of Learning in elementary history and social science and technology are emphasized. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and assessment and evaluation techniques.

EDCI 503 Practicum in Goals and Practices I: Elementary (1 credit)

Prerequisite or corequisite: EDCI 502 or approval of program advisor

This practicum provides the prospective teacher with experience in history and social sciences, humanities, and fine arts instruction and assessment and evaluation strategies. The prospective teacher should design and implement lesson plans, especially using instructional technology when possible, and focus on assessing and evaluating learning. (Pass/fail option only.)

EDCI 504 Educational Goals and Practices II: Elementary (3 credits)

Recommended prerequisite or corequisite: EDCI 500

Corequisite: EDCI 505 or approval of program advisor

This course focuses on the application of teaching and learning models in the elementary classroom in the areas of science and mathematics curricula, instruction, and technologies. Virginia Standards of Learning in elementary mathematics, science, and technology are emphasized. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and classroom management systems.

EDCI 505 Practicum in Goals and Practices II: Elementary (1 credit)

Prerequisite or corequisite: EDCI 504 or approval of program advisor

This practicum provides the prospective teacher with experience in science and mathematics instruction and classroom management strategies. The prospective teacher should design and implement lesson plans, especially using instructional

technology when possible, and learn from the host teacher's classroom management plan. (Pass/fail option only.)

EDCI 506 Foundations of American Education (3 credits)

Recommended prerequisite or corequisite: EDCI 500

This course introduces the prospective teacher to the issues and challenges of schooling in the United States. Although historical and philosophical contexts are addressed, contemporary political, sociological, and economic issues are emphasized. Teaching is viewed in the context of the culture of schools and the influences that shape it. The legal rights and responsibilities of teachers and students, diverse learner populations, and school and community involvement are specific topics addressed in the course.

EDCI 507 Early Literacy Development (3 credits)

Recommended prerequisite or corequisite: EDCI 500

Corequisite: EDCI 508 or approval of program advisor

This course focuses on instruction based on knowledge of language acquisition that promotes young children's literacy development. Emphasis is placed on current theories, models, and methods of teaching and learning language processes. Virginia Standards of Learning in elementary English and technology are addressed. Course topics include phonemic awareness, systematic explicit phonics instruction, word study curriculum, comprehending, writing process, literature-based and curriculum integration approaches, assessment and evaluation of learning, and classroom organization.

EDCI 508 Practicum in Early Literacy Development (1 credit)

Prerequisite or corequisite: EDCI 507 or approval of program advisor

This practicum allows the prospective teacher to experience early literacy development in a classroom setting and to apply appropriate strategies and techniques, materials and technologies, and organizational patterns to this context. (Pass/fail option only.)

EDCI 509 Language and Literacy Development (3 credits)

Recommended prerequisite or corequisite: EDCI 500

Corequisite: EDCI 510 or approval of program advisor

This course focuses on promoting the intermediate learner's literacy development. Emphasis will be placed on current theories, models, and methods of teaching, learning, and communicating through the language processes of reading, writing, listening, and speaking. Specific topics addressed include phonetic word analysis, comprehending, writing process, literature-based and curriculum integration approaches, diagnostic and developmental assessments and evaluation, and classroom organization.

EDCI 510 Practicum in Language and Literacy Development (1 credit)

Prerequisite or corequisite: EDCI 509 or approval of program advisor

This practicum allows the prospective teacher to experience literacy and communication development in a classroom setting and to apply appropriate strategies and techniques, materials and technologies, and organizational patterns to this context. (Pass/fail option only.)

EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)

Recommended prerequisite or corequisite: EDCI 500

Corequisite: EDCI 512 or approval of program advisor

This course focuses on the application of curriculum through teaching and learning models for middle and secondary school classrooms. Lesson planning, interdisciplinary learning, and Virginia Standards of Learning for specific subject areas and technology are addressed. This course, co-taught by lead teachers in the specific subject disciplines, allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and classroom management systems.

EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)

Prerequisite or corequisite: EDCI 511 or approval of program advisor

This practicum provides the prospective teacher with experience in secondary or middle school curriculum and instruction and classroom management strategies. The prospective teacher should design and implement lesson plans, especially using instructional technology when possible, and learn from the host teacher's classroom management plan. (Pass/fail option only.)

EDCI 513 Educational Goals and Practices: Middle School (3 credits)

Recommended prerequisite or corequisite: EDCI 500

Corequisite: EDCI 514 or approval of program advisor

This course focuses on the application of teaching and learning models in the middle school classroom for the subject area endorsements sought. Unit planning, interdisciplinary learning, and Virginia Standards of Learning for specific subject areas and technology are addressed. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and assessment and evaluation techniques.

EDCI 514 Practicum in Goals and Practices: Middle School (1 credit)

Prerequisite or corequisite: EDCI 513 or approval of program advisor

This practicum provides the prospective teacher with experience in middle school instruction and assessment and evaluation strategies. The prospective teacher should design a unit and implement lesson plans from it, using instructional technology when possible and focusing on assessing and evaluating learning. (Pass/fail option only.)

EDCI 515 Literacy and Language Across the Curriculum (3 credits)*Recommended prerequisite: EDCI 500**Corequisite: EDCI 516 or approval of program advisor*

This course explores a variety of methods and strategies that promote learning in the content area classroom through reading, writing, and speaking. Specific topics addressed include utilizing a variety of materials (e.g., textbooks, trade books, electronic texts), comprehending and questioning, scaffolding instruction for diverse learners, building vocabulary, writing and talking to learn, developing study guides and strategies, and assessing and evaluating literacy and learning.

EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 credit)*Prerequisite or corequisite: EDCI 515 or approval of program advisor*

This practicum requires the assessment of student literacy needs in a content area classroom and the application of appropriate strategies, materials, and technologies to assist students in becoming competent with learning strategies. (Pass/fail option only.)

EDCI 517 Educational Goals and Practices: Secondary School (3 credits)*Recommended prerequisite or corequisite: EDCI 500**Corequisite: EDCI 518 or approval of program advisor*

This course focuses on the application of teaching and learning models in the secondary school classroom for the subject area endorsement sought. Unit planning, interdisciplinary learning, and Virginia Standards of Learning for specific subject areas and technology are addressed. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and assessment and evaluation techniques.

EDCI 518 Practicum in Goals and Practices: Secondary School (1 credit)*Prerequisite or corequisite: EDCI 517 or approval of program advisor*

This practicum provides the prospective teacher with experience in secondary school instruction and assessment and evaluation strategies. The prospective teacher should design a unit and implement lesson plans from it, using instructional technology when possible and focusing on assessing and evaluating learning. (Pass/fail option only.)

EDCI 540 Characteristics and Education of Gifted Students (3 credits)

This course examines the characteristics of gifted students, including the various expressions of giftedness, their social-emotional needs, and gifted behaviors in special populations. Topics include integrating gifted and general education, best practices in gifted programs, and parent/community involvement.

EDCI 541 Identification and Assessment of Gifted Students (3 credits)

Recommended prerequisite or corequisite: EDCI 540

This course explores the variety of techniques that can be used to identify gifted students, including psychometric procedures and performance and product assessment. Emphasis will be placed on identifying giftedness and the continuous assessment required to turn potential into maximal levels of performance. Topics include standardized testing; alternatives, such as performance assessment and portfolios, rating scales and checklists, evaluation of student records information, and case studies; and gathering, analyzing, and reporting formative and summative data.

EDCI 542 Teaching Gifted Learners (3 credits)

Recommended prerequisite or corequisite: EDCI 540

This course provides an understanding of educational models, methods, and resources employed in teaching gifted learners. Topics explored include classroom organization and learning environments, teacher behavior, instructional strategies (including the use of technology) that promote critical and creative thinking/production and self-directed learning, evaluation of student learning, differentiation of instruction to address the variety of learner profiles, and alternative means for addressing the needs of special gifted populations.

EDCI 543 Differentiated Curriculum for the Gifted (3 credits)

Recommended prerequisite or corequisite: EDCI 540

This course studies curricular designs appropriate to the distinct characteristics and cognitive and affective needs of gifted learners. Topics include accelerated and enriched core academic programs, models and strategies that address specific expressions of giftedness, the integration of curriculum (both multiple disciplines and gifted curriculum into the regular school curriculum), and curricula for gifted students in special populations.

EDCI 546 Evaluation for Instructional Improvement (3 credits)

This course focuses on models and practices for assessing student learning outcomes, including value-added assessment and the use of test data in establishing a program improvement plan. Topics include issues in accountability, data organizers and analysis, the use and interpretation of test scores, the identification of performance indicators and improvement objectives, and basic statistical analysis for test and program evaluation. Participants will write a data-based improvement plan.

EDCI 547 Special Topics Seminar (3 credits)

This course is designed to treat current topics in education that are of particular interest to program participants and faculty.

EDCI 550 Field Mentorship (3-6 credits per semester; 6 credits required)*Prerequisite: EDCI 500-518 and ITEC 501*

This is the capstone experience of the initial licensure program. The prospective teacher will be challenged to pull together his/her personal and educational experiences to teach in the classroom under the mentorship of a skillful practicing teacher. Field mentorship is a 14-week field-based teaching experience at the appropriate grade level or subject area. It can be completed in a single semester or in two 7-week sessions that span two semesters. Self-analysis and reflection on planned and implemented instruction, and conferencing with the mentor teacher and JMC supervisor, are prominent aspects of the experience. Prospective teachers will meet as a group throughout the experience for seminars and workshops. The field mentorship experience and concurrent seminars are designed to assist the teacher candidate with performance of the required program standards and competencies, which must be demonstrated to successfully complete the initial licensure program.

EDCI 551 Field Internship (3-6 credits)*Recommended prerequisite: All coursework required for an add-on endorsement*

This practicum is the capstone experience for an added endorsement. It provides the opportunity to apply the skills, understandings, and competency requisite to the specific endorsement under the auspices of a mentor licensed in that endorsement. Credit requirements and placement will be determined by the specific add-on endorsement sought. (Pass/fail option only.)

EDCI 590 Individual Research (3 credits)*Prerequisite: 30 hours of Initial Licensure/M.Ed. coursework*

This is an experience in self-directed learning and research in practice, primary goals of the program. The individual will select a topic of study in education that is beyond the scope of regular course offerings. Although research of the topic is a primary component, the final project can take a variety of formats, from a curriculum-restructuring plan to research for public policy change or publication. The project must be approved by the M.Ed. faculty and will be guided by a member of the faculty.

Special Education Course Descriptions**EDSE 519 General and Special Education Goals and Practices: Elementary (3 credits)***Recommended prerequisite or corequisite: EDCI 500, EDSE 530 or EDSE 532**Corequisite: EDSE 520 or approval of program advisor*

This course focuses on the application of elementary school curriculum through teaching and learning models for general and special education. This course allows the prospective teacher to explore and develop ways to adapt

curriculum and accommodate students with disabilities (ED, LD and MR) in a variety of educational settings. Topics include instructional alternatives, individualized education plans, management systems, assessment and evaluation techniques, collaboration, and the use of assistive technology.

EDSE 520 Practicum in Special Education: Elementary (1 credit)

Prerequisite or corequisite: EDSE 519 or approval of program advisor

This practicum provides the prospective teacher with experience in general and special education curriculum and instruction for students with ED, LD and MR at the elementary school level. The prospective teacher will design and implement lesson plans, especially using technology when possible, and learn from the host teacher's classroom management plan and assessment and evaluation methods. (Pass/fail option only.)

EDSE 521 Development and Diagnosis of Language and Literacy for Special Populations (3 credits)

Recommended prerequisite or corequisite: EDCI 500, EDSE 530, or EDSE 532

Corequisite: EDSE 522 or approval of program advisor

The study of language development provides a context for understanding and diagnosing language and reading problems. Topics include basic reading skills, explicit phonics instruction, multisensory structured language programs, comprehending, assessment and evaluation, and effective strategies and curricula for students with learning disabilities, emotional disturbance and mental retardation.

EDSE 522 Practicum in Language and Literacy for Special Populations (1 credit)

Prerequisite or corequisite: EDSE 521 or approval of program advisor

This practicum allows the prospective teacher to experience literacy development in a special needs classroom and to apply appropriate strategies and techniques, assessment and evaluation, and materials and technologies to this context. (Pass/fail option only.)

EDSE 530A Characteristics of Students with Disabilities: ED, LD, MR (3 credits)

This course examines the characteristics of learner variability from psychological, socio-cultural, educational, and medical frameworks through current research findings. Issues and trends in the areas of classification and diagnostic criteria, educational implications for the various disabilities, multicultural aspects of special education, and professional and ethical standards are addressed.

EDSE 532 Current Trends and Legal Issues in Special Education (3 credits)

This course presents an overview of regulatory requirements for identifying and evaluating students with special needs. Best practices in educational programs are examined and legal issues addressed, including the individualized education plan

(IEP) as a legal contract. Current legislative and judicial mandates and regulations and ethics for special education are emphasized.

EDSE 533 Positive Approaches to Behavior Management (3 credits)

Recommended prerequisite or corequisite: EDSE 530 or EDSE 532

This course focuses on how to utilize a variety of positive behavior management strategies within the classroom to increase the learning of students with emotional disturbance, learning disabilities, and mental retardation. Applied behavior analysis provides the basis for the implementation of systematic classroom and individual behavior management plans. Intervention in crisis situations is also addressed.

EDSE 534 Psychoeducational Assessment and Instructional Planning: ED, LD, MR (3 credits)

Recommended prerequisite or corequisite: EDSE 530 or EDSE 532

This course examines a variety of formal and informal approaches to assessing and evaluating student learning and behavior. Experiences in administering and interpreting selected tests (including the impact of multiculturalism on testing), reviewing psychoeducational reports, working as part of an interdisciplinary team, and developing instructional plans for students with learning disabilities, emotional disturbance, and mental retardation are provided.

EDSE 535 Collaborative Consultation and Life Planning (3 credits)

Recommended prerequisite or corequisite: EDSE 530 or EDSE 532

This course is designed to enhance collaboration, consultation, and communication skills as they relate to working with other teachers and professionals, assisting others in working effectively with students with exceptionalities, and involving families in the education of their children with disabilities. The course also emphasizes coordination with community agencies, other professionals, and the family to plan for life transitions, including self-advocacy, post-secondary training, career development, and life skills.

EDSE 536 Goals and Practices for Students with Mental Retardation (3 credits)

Recommended prerequisite or corequisite: EDSE 530 or EDSE 532

This course provides an understanding of educational models, methods, and resources employed in teaching students with mental retardation. Planning and implementing group and individualized educational programs for students of all age levels is emphasized. Topics include ways to collaborate with parents and other professionals, structure a classroom, teach social skills, communicate with students, utilize adaptive technology, modify curriculum, and accommodate instructionally students with diverse needs.

Educational Leadership Course Descriptions

EDEL 540 Learning and Diverse Student Populations (3 credits)

This course provides the knowledge of applied learning and motivational theory necessary for effective instructional leadership. Emphasis is placed on analyzing and assessing instructional needs in order to design, implement, and subsequently evaluate instruction that is appropriate for diverse student populations. Topics include the application of human development and motivation theories to various learning environments, the range of learner difference in a diverse school community, principles of effective instruction including the use of technology, and techniques for the assessment and evaluation of learning.

EDEL 541 Developing, Administering, and Evaluating Curriculum (3 credits)

This course examines leadership in K-12 curriculum design, implementation, evaluation, and change. Perspectives are provided on developing a systematic school curriculum that meets the needs of a diverse student population. Influences on curriculum leadership at the school, division, state, and national levels are addressed. Topics include balancing the mastery of fundamentals with curriculum enrichment, providing for the highest achievement of all students, developing and implementing mapping and pacing guides, interpreting data, and integrating technology.

EDEL 542 Interpersonal and Public Impact and Influence (3 credits)

This course focuses on the social and political contexts of schools and provides an overview of practical and theoretical aspects of interpersonal and public relations. It emphasizes utilizing school staff, students, parents, and community resources and partnerships to build a positive culture necessary to achieve educational goals. Topics include understanding political structures, community relations, improving communication, shared decision making, conflict negotiation and management/crisis intervention, legal and ethical issues, and strategic marketing and utilizing the media.

EDEL 543 Professional Development and Supervision of School Personnel (3 credits)

This course focuses on the theory and practical applications related to human resources management in public and non-public school systems. Strategies and assessment related to human resources management and development, including adult learning, motivation, and professional development, are examined. Interviewing skills, consensus building, and performance evaluation of school personnel are emphasized. Instructional strategies include simulations, case studies, and practice in oral and written communications.

EDEL 544 Managing School Finance and Facilities (3 credits)

This course examines the principles and practices governing management of school finances and facilities in a school system. Topics include revenue sources, accounting and auditing procedures, allocating resources, and building a budget at the school level. Issues related to school facilities and use of space, school safety and security, and the technologies that support management functions are a focus. Emphasis is placed on the Commonwealth of Virginia's system of funding for public education and regulations governing school finance and facilities in the *Code of Virginia*.

EDEL 545 School Law and Society (3 credits)

This course examines administrative, judicial, statutory, and constitutional laws and regulations that have application to public education. Through the use of the case study approach and the *Code of Virginia*, the legal rights and responsibilities of public and non-public school personnel are addressed. Emphasis is placed on special education law as it applies to diverse learner populations, and legal issues surrounding technology in the school setting.

EDEL 546 Educational Policy and Decision Making (3 credits)

Recommended prerequisite: EDEL 545

This course focuses on the political, economic, and social concepts and strategies involved in educational policy development and decision making in a school setting. Emphasis is placed on the role of leadership and ethics in a global society, as grounded in educational foundations. Course topics include problem analysis, strategic and long range planning, models for change management in educational settings, conflict resolution, policy development, and the value of diverse school communities (e.g., issues in ESL policy for language minority students) in a democratic society. Theory and practical applications, simulations, and demonstrations are emphasized.

MBUS 501A Organization Theory and Design (3 credits)

This course studies organizational theory, the design dimensions and structure of organizations, and organizations as complex social systems. Included is the application of organizational theory concepts to new and emerging organizational structures. Particular attention is given to understanding the relationship between organizational structure, managerial action, and competitiveness. (Previously MBUS 501 Organizational Systems and Behavioral Dynamics. Students cannot receive credit for both MBUS 501 and MBUS 501A.)

OR

MBUS 522 Leadership and Organization Change (3 credits)

Examines models of organizational change and development, leading teams, and the key role of the leader as a change agent in organizations.

MBUS 521 Human Resource Management and Development (3 credits)

Examines the human resource management function of an organization's personnel/human resource department, and the effective utilization of human resources as a critical responsibility of all managers. Topics include employment planning, recruitment and selection, performance measurement, training and development, compensation, and labor relations.

OR

MBUS 530 Adult Development and Learning Strategies (3 credits)

Examines theories of adult development and learning with an emphasis on their application for developing training programs for organizational members.

Instructional Technology Course Descriptions

ITEC 501 Instructional Technologies (3 credits)

Recommended prerequisite or corequisite: EDCI 500 or the equivalent course/experience

This course ensures that the teacher candidate can demonstrate competence in the Virginia technology standards and emphasizes the integration of technologies in teaching and learning processes. Topics include ethical and legal issues, communicating and accessing information, evaluating and using hardware and software, and meeting the needs of diverse learners.

ITEC 545 Leadership in Educational Technology (3 credits)

Prerequisite: ITEC 501 or the equivalent course/experience

This course examines the current and future roles of technology for exchanging and communicating information and enhancing learning environments in the educational setting. Emphasis is placed on planning and implementing innovative technology applications in the classroom, school division, or global arena. A variety of technology-related issues are explored to assist the participant in staying on the "cutting edge" of this dynamic resource and providing technology leadership in the workplace.

English as a Second Language Course Descriptions

TESL 500 Introduction to English Linguistics (3 credits)

A theoretical foundation for the scientific study of language. Covering both formal and applied linguistics, topics covered include: pronunciation patterns, vocabulary and word formation, sentence structure, meaning, language change, dialects, and first and second language acquisition. Required for VDOE endorsement in ESL.

TESL 501 Introduction to Psycholinguistics (3 credits)*Prerequisite: TESL 400/500 or permission of instructor*

How language is organized in the mind at the phonological, lexical, and syntactic levels. Covers language deficits and aphasia, as well as language acquisition and bilingualism. Applies to VDOE endorsement in ESL.

TESL 502A Sociolinguistics and Cross-Cultural Communication (3 credits)

Introduction to the theories and methods involved in the study of language variation. The focus is on how language affects and is affected by the social relationships among individuals and groups, with special attention to cultural differences. Other topics discussed are dialects, language change, bilingualism, and classroom discourse. Applies to VDOE endorsement in ESL.

TESL 510 Applied English Phonetics and Phonology (3 credits)*Prerequisite: TESL 400/500 or permission of instructor*

In-depth analysis of the pronunciation patterns and sound-spelling relationships in American English, with emphasis on the implications for teaching English reading, writing, and pronunciation to speakers of other languages. Applies to VDOE endorsement in ESL.

TESL 511 Pedagogical and Descriptive Grammar of Modern English (3 credits)

Detailed coverage of how the grammatical structure of English interacts with both written and spoken linguistic functions. Focuses on those aspects of grammar that pose particular problems for the second language teacher and learner. Also essential for those teaching usage to native speaking students. Applies to VDOE endorsement competency requirements in ESL.

TESL 512 Second Language Acquisition (3 credits)*Prerequisite: TESL 400/500 or permission of instructor*

In-depth understanding of the acquisition process. Focuses on how the variables of learner characteristics, native language, and learning environment affect success in acquisition. Also covers first language acquisition and bilingualism. Applies to VDOE endorsement in ESL.

TESL 513 Special Studies in Linguistics and Language Learning (3 credits)*Prerequisite: TESL 400/500 or permission of instructor*

Focused study of topics of special interest and importance in language teaching and learning. Consult *MWC Schedule of Courses* booklet for specific topic. Applies to VDOE endorsement in ESL.

TESL 514 Cross-Cultural Education (3 credits)

Overview of the effects of socio-cultural variables on educational systems and the practical application of theories in the culturally diverse classroom. Covers the characteristics and educational needs of non-native speaking students as well as those of native speaking ethnic minorities, with a focus on literacy and communication issues. Required for VDOE endorsement in ESL.

TESL 530 TESL Methodology (3 credits)

Prerequisite: TESL 400/500 or TESL 411/511 or permission of instructor

Current principles, practices, and approaches for teaching second language reading, writing and speaking to learners from pre-K to adult at varying levels of acquisition and in different educational programs. Emphasis is on integrating components of communicative competence in the second language classroom. Required for VDOE endorsement in ESL.



Master of Business Administration

The Master of Business Administration (MBA) provides a quality graduate program for experienced professionals who want to assume management and leadership positions in a variety of organizational settings. The program encompasses the knowledge and skills necessary for effectively managing both the technical and the human sides of organizations.

The curriculum consists of foundation courses, core courses, and concentration courses that combine business theory with current business practice. The foundation and core courses provide a common body of knowledge required for effective performance in today's unpredictable global business environment. Complementing this common body of knowledge are five concentrations from which students can choose, depending on their professional interests: general management, contracts and procurement management, organization and human resource development, information security, and management technology.

The program is particularly designed for those individuals whose job and family responsibilities require the flexibility to pursue the MBA on a part-time basis without interrupting their careers.

Program Features and Benefits

- ◆ **Relevance** - Combines classical and current business theories with current business practices to more effectively manage and lead today's complex organizations.
- ◆ **Teaching excellence** - Continues the MWC tradition of teaching excellence, small class size, and accessible faculty.
- ◆ **Stakeholder input** - Developed with considerable input from the business community and program participants.
- ◆ **Affordable** - Very reasonable tuition, competitive with other quality institutions of higher education.

- ◆ Convenience - Most classes meet evenings, once a week. Components of some classes offered online for additional convenience.
- ◆ Accessibility - Easily accessible from Interstate 95. Housed in a new educational facility with ample parking.
- ◆ Interactive classes - Interactive and enriching class discussions with mutually supportive colleagues from a variety of professions.
- ◆ Options - Choice of several high-demand concentrations.

MBA Degree Requirements

Successful completion of all required foundation courses or their equivalents, core courses and concentration courses with a cumulative grade-point average of 3.0 or higher. All required coursework must be completed within six years of admission to the program.

Foundation Course Waivers

Foundation courses are usually required of students who do not have an undergraduate business or business-related major and/or required of those whose comparable coursework was completed many years ago. Credits are not given for waived foundation courses.

Waiver of a foundation course generally requires that comparable prior undergraduate or graduate coursework was taken within the last six years from a regionally accredited college or university, and that a grade of B or higher was received for the course.

A waived foundation course will not require substitution of another MBA course. Depending on the number of foundation courses waived, a student might enter the program required to take only the core and concentration courses – 30 credits total. Final determination of a waiver is made by the MBA faculty.

Transfer Courses

Ordinarily, a maximum of six graduate credits can be transferred into the MBA program. To be accepted for transfer credit, courses must have been taken from an accredited institution within the last six years with a minimum grade of B and must directly relate to one of the MBA program courses. Transfer credit is not given for internship or practicum experiences.

Orientation Session

Prior to the start of every semester, new students are expected to participate in an orientation session for JMC. The orientation session includes introductions of students and JMC staff, MWC/JMC relevant policies and procedures, overview of program, JMC computer resources, and JMC library resources.

MBA Course Requirements (30-56 credits)

Foundation Courses (0-26 Credits)

- BPST 306 Ethical and Legal Issues in Organizations (4 credits)
- BPST 307 Research Design and Quantitative Methods (4 credits)
- LRSP 302 Financial and Managerial Accounting Policy (6 credits)
- LRSP 304 Economics for Managers (6 credits)
- LRSP 404 Marketing for Managers (6 credits)

For foundation course descriptions, see pages 49 - 51.

Core Courses (18 Credits)

- MBUS 501A Organization Theory and Design
- MBUS 502 Financial Decision Making for Managers
- MBUS 505 Quantitative Methods for Business
- MBUS 509 Information Technology for Managers
 - those pursuing the Information Security Concentration take MBUS 511 Information Security: Level I instead of MBUS 509*
- MBUS 512 Organizational Research and Assessment
- MBUS 515 Business Strategy Seminar

Concentration Courses (12 Credits)

MBA Concentrations (12 credits from one of the following five concentrations)

General Management

The General Management concentration will be attractive to those who want the traditional MBA. This concentration offers a solid professional core in the functional areas of business, enriched with leading-edge courses applicable to many business and non-business environments.

- MBUS 516 Project Management
- MBUS 521 Human Resource Management and Development
- MBUS 522 Leadership and Organizational Change
- MBUS 523 Marketing Strategy
- MBUS 524 Learning Organizations and Knowledge Management

Organization and Human Resource Development

The Organization and Human Resource Development concentration is particularly appropriate for those interested in developing competencies in organizational change and learning organizations, or developing skills as a trainer.

- MBUS 521 Human Resource Management and Development
- MBUS 522 Leadership and Organizational Change

- MBUS 524 Learning Organizations and Knowledge Management
- MBUS 530 Adult Development and Learning Strategies
- MBUS 531 Designing, Implementing, and Evaluating Training Programs

Suggested courses for students interested in Organizational Development (OD):

- MBUS 521 Human Resource Management and Development
- MBUS 522 Leadership and Organizational Change
- MBUS 524 Learning Organizations and Knowledge Management
- MBUS 530 Adult Development and Learning Strategies
- MBUS 531 Designing, Implementing, and Evaluating Training Programs

Suggested courses for students interested in developing skills as a trainer:

- MBUS 521 Human Resource Management and Development
- MBUS 522 Leadership and Organizational Change
- MBUS 530 Adult Development and Learning Strategies
- MBUS 531 Designing, Implementing, and Evaluating Training Programs

Management Technology

The Management Technology concentration, coupled with other required MBA courses, provides a solid background in the functional areas of business and an in-depth knowledge of applicable management technology. The concentration examines how technology can be efficiently and effectively utilized for better management practice.

- MBUS 550 Computer-Based Decision Support Systems
- MBUS 551 Computer Simulation in Business
- MBUS 552 Distributed Processing and Data Communications
- MBUS 553 Web-Based Applications and Electronic Commerce

Information Security

The Information Security concentration provides an understanding of the fundamental technologies and principles of information security. It is a very specialized concentration with distinct prerequisites to be met before continuing to the next level of coursework within the concentration. An evaluation of the student's academic and professional experience to determine adequate preparation for this concentration is required.

Courses in the Information Security concentration are offered online only; there is no classroom component to any of the courses. This concentration is offered in partnership with the SysAdmin, Audit, Network, Security Institute (SANS), the national leader in information security research. Students have the opportunity to take an appropriate SANS certification exam at the end of the each course. NOTE: Because of the evolving nature of technology, courses in this concentration are subject to change.

MBUS 540 IP and Firewalls
MBUS 541 Intrusion Detection
MBUS 543 Incident Handling and Malicious Code
MBUS 544 Windows Security
MBUS 545 Unix Security

Note: A Graduate Certificate in Information Security (18 credits) is available to those whose positions require the knowledge and skills provided by the concentration, but who do not want to pursue the MBA. Completion of the certificate requirements does not ensure acceptance into the MBA program. Courses can be applied to the Information Security concentration in the MBA program.

Courses in the Information Security certificate program are offered online only, in partnership with the SANS Institute, a national leader in information security research. Courses include the most recent material developed by SANS, and a SANS certification exam is included with each course. NOTE: Because of the evolving nature of technology, courses in this certificate program are subject to change.

To be considered for the certificate, the applicant must:

- ◆ Submit a completed *Application to Post-Baccalaureate Certificate Programs*,
- ◆ Submit the non-refundable application fee,
- ◆ Submit official transcripts indicating completion of a baccalaureate degree from a regionally-accredited college or university, and
- ◆ Complete the following six courses:
 - MBUS 511 Information Security: Level I (recommended to be taken first)
 - MBUS 540 IP and Firewalls
 - MBUS 541 Intrusion Detection
 - MBUS 543 Incident Handling and Malicious Code
 - MBUS 544 Windows Security
 - MBUS 545 Unix Security

Contracts and Procurement Management

This MBA concentration provides contracts and procurement professionals in industry and federal, state and local governments with the knowledge, skills and abilities to advance to positions of increasing responsibility. This concentration enables professionals in other fields to enter the exciting and growing field of contracts and procurement management and to meet the credit hours now required by the federal government for its contracting officials.

MBUS 516 Project Management
MBUS 580 Commercial Transactions in a Technological Environment
MBUS 581 Pricing and Negotiating Contracts

MBUS 582 Legal and Ethical Aspects of Contracting
MBUS 583 Strategic Purchasing

Note: A Post-Baccalaureate Certificate in Contracts and Procurement Management (25 credits) is available to those whose positions require the knowledge and skills provided by the concentration, but who do not want to pursue the MBA. Completion of the certificate requirements does not ensure acceptance into the MBA program. If a candidate is admitted into the MBA program, the certificate courses can be applied to the program.

To be considered for the certificate, the applicant must:

- ◆ Submit a completed *Application to Post-Baccalaureate Certificate Programs*,
- ◆ Submit the non-refundable application fee,
- ◆ Submit official transcripts indicating completion of a baccalaureate degree from a regionally-accredited college or university, and
- ◆ Complete the following seven courses:
 - BPST 307 Research Design and Quantitative Methods
 - LRSP 302 Financial and Managerial Accounting Policy
 - MBUS 502 Financial Decision Making for Managers
 - MBUS 580 Commercial Transactions in a Technological Environment
 - MBUS 581 Pricing and Negotiating Contracts
 - MBUS 582 Legal and Ethical Aspects of Contracting
 - MBUS 583 Strategic Purchasing

Accounting (Anticipated start in Fall 2004 dependent on funding for new faculty)

The Accounting concentration will prepare individuals to assume greater responsibility in management of organizations and their accounting functions. In addition to providing knowledge, skills and abilities in accounting, the Accounting concentration will include courses both required and recommended as preparation to sit for the Certified Public Accountant (CPA) examination.

Persons applying to sit for the CPA examination on or after July 1, 2006, in the Commonwealth of Virginia must possess at least 150 credits of college education, including a baccalaureate or higher degree conferred by an accredited college or university. Either as part of the required degree and 150 credits or in addition to them, applicants must have completed an accounting concentration or the equivalent – 30 credits of accounting – plus an additional 24 credits in business courses other than accounting.

Students pursuing the accounting concentration will take any four of the following:

MBUS 560 Auditing Theory: Research and Assessment
MBUS 561 Accounting Theory: Research and Assessment
MBUS 562 Tax Policy and Strategy I

MBUS 563 Tax Policy and Strategy II

MBUS 564 Accounting Information Systems

Note: A Post-Baccalaureate Certificate in Accounting (30 credits) will be offered beginning in Fall 2004, dependent on funding for new faculty, to prepare individuals to assume greater responsibility in the management of organizations and their accounting functions. In addition to providing knowledge, skills and abilities in accounting, the certificate will include courses both required and recommended as preparation to sit for the Certified Public Accountant (CPA) examination.

Persons applying to sit for the CPA examination on or after July 1, 2006, in the Commonwealth of Virginia must possess at least 150 credits of college education, including a baccalaureate or higher degree conferred by an accredited college or university. As part of the required degree and credits or in addition to them, applicants must have completed an accounting concentration or the equivalent – 30 credits of accounting – plus an additional 24 credits in business courses other than accounting.

The accounting certificate will be available to those whose positions and goals require the knowledge and skills provided by the concentration, but who do not want to pursue the MBA. Completion of the certificate requirements will not ensure acceptance into the MBA program, but courses could be applied to the Accounting concentration in the MBA program.

The entrance requirements will be 18 credits in accounting (six courses) from BUAD 231, 232, 331, 332, 333, 334, 432 or 435 or LRSP 302 or their equivalents. Note: Undergraduate credits must have been completed within the 10 years preceding the commencement of a student's program and must have been completed with a grade of B or higher.

To be considered for the certificate, the applicant must:

- ◆ Submit a completed *Application to Post-Baccalaureate Certificate Programs*,
- ◆ Submit the non-refundable application fee,
- ◆ Submit official transcripts indicating completion of a baccalaureate degree from a regionally-accredited college or university, and
- ◆ Complete the following courses:
 - MBUS 502 Financial Decision Making for Managers
 - MBUS 505 Quantitative Methods for Business
 - MBUS 509 Information Technology for Managers
 - MBUS 512 Organizational Research and Assessment
 - MBUS 550 Computer-Based Decision Support Systems
 - MBUS 560 Auditing Theory: Research and Assessment
 - MBUS 561 Accounting Theory: Research and Assessment
 - MBUS 562 Tax Policy and Strategy I
 - MBUS 563 Tax Policy and Strategy II
 - MBUS 564 Accounting Information Systems

MBUS Course Descriptions

MBUS 501A Organization Theory and Design (3 credits)

This course studies organizational theory, the design dimensions and structure of organizations, and organizations as complex social systems. Included is the application of organizational theory concepts to new and emerging organizational structures. Particular attention is given to understanding the relationship between organizational structure, managerial action, and competitiveness. (Previously MBUS 501 Organizational Systems and Behavioral Dynamics. Students cannot receive credit for both MBUS 501 and MBUS 501A.)

MBUS 502 Financial Decision Making for Managers (3 credits)

Prerequisite: LRSP 302 Financial and Managerial Accounting Policy or equivalent

This course focuses on financial decision making in business. Emphasis is placed on the application of financial data to a wide range of management decisions, including using capital budgeting tools and techniques to evaluate projects, investments, products, and business lines; using financial analysis tools and techniques to assess a firm and value its stock; using cost-volume-profit analysis for profit planning; and using job order, process, activity-based, and standard costing to value inventory and assign costs to products. Working capital management principles are also covered. The special needs of financial decision making for service organizations are considered throughout the course.

MBUS 505 Quantitative Methods for Business (3 credits)

Prerequisite: BPST 307 Research Design and Quantitative Methods or equivalent

Covers the concepts and processes used in managing, scheduling, planning, and controlling. Topics include decision trees and decision modeling, statistical forecasting methodologies, transportation/assignment problems in linear programming, integer linear programming, network and queuing theory, PERT/CPM, SPC, business simulations, and Markov processes. Emphasis throughout the course on service operations.

MBUS 509 Information Technology for Managers (3 credits)

Students explore the various uses of information technology in private and public organizations in order to enhance business efficiency and market advantage. Particular attention is paid to the role of the information technology manager in today's work environment.

MBUS 511 Information Security: Level I (3 credits)

This course offers a strong foundation for all areas of system and network security. It covers a broad range of security-related issues and technologies. Students will gain the knowledge, skills and abilities to incorporate good information security practice in any organization.

MBUS 512 Organizational Research and Assessment (3 credits)

Prerequisite: BPST 307 Research Design and Quantitative Methods

Emphasis is on developing and executing basic research designs to provide data for organizational problems and assessing organizational performance in a variety of areas such as customer satisfaction, market share, product quality, and employee job satisfaction. Topics include research design, data collection, data analysis and interpretation, and reporting research results.

MBUS 515 Business Strategy Seminar (3 credits)

Prerequisites: minimum of 12 credits of MBA core courses, or permission of instructor. This course should be taken near the end of the student's MBA program.

A capstone, integrative course for the MBA program that examines the complex strategic problems facing top management in a variety of contemporary organizations. Includes strategy formulation, implementation, and evaluation. Emphasis is given to thinking strategically about management issues, problems, and decisions from the perspective of the total organization, and how the organization 'fits' within its environment to ensure long-term survival and success.

MBUS 516 Project Management (3 credits)

This course provides a comprehensive overview of project management. The course addresses the framework, culture, principles, and the basic techniques of project management. The course reviews the general stages of a project and describes how the stages interrelate. Basic tools of project management, such as work breakdown structure, scheduling, earned value analysis, and risk management, are introduced and used in student assignments. The elements of project management critical to the success of a project also are identified and explained.

The principles and tools are integrated and clarified through case studies from a variety of organizational settings and through creation of project management plans developed by students working in teams. Project management is a common framework for managing projects, programs and large-scale operations in today's global economy.

MBUS 521 Human Resource Management and Development (3 credits)

Examines the human resource management function of an organization's personnel/human resource department, and the effective utilization of human resources as a critical responsibility of all managers. Topics include employment planning, recruitment and selection, performance measurement, training and development, compensation, and labor relations.

MBUS 522 Leadership and Organization Change (3 credits)

Examines models of organizational change and development, leading teams, and the key role of the leader as a change agent in organizations.

MBUS 523 Marketing Strategy (3 credits)

Prerequisite: LRSP 404 Marketing for Managers

This course builds upon topics covered in LRSP 404, with a focus on the development and implementation of marketing strategies in the rapidly changing digital, global environment.

MBUS 524 Learning Organizations and Knowledge Management (3 credits)

Prerequisite: MBUS 522 Leadership and Organization Change

Course covers knowledge management's value to organizations, creating and sustaining a learning organization, and generating intellectual capital.

MBUS 530 Adult Development and Learning Strategies (3 credits)

Examines theories of adult development and learning with an emphasis on their application for developing training programs for organizational members.

MBUS 531 Designing, Implementing and Evaluating Training Programs (3 credits)

Prerequisite: MBUS 530 Adult Development and Learning Strategies

Provides the tools and techniques necessary for planning, organizing, constructing and evaluating a performance-based training program. Topics include assessing training needs, setting performance standards, instructional design, program delivery, and evaluation measures for improvement of instruction and program delivery.

MBUS 540 IP and Firewalls (3 credits)

Exploit software used to attack systems often leaves a characteristic signature caused by the process of crafting the packet that allows analysts to find these attacks. Students that successfully complete this course will be equipped to apply the intrusion detection techniques they learn to prevent these types of attacks. Throughout the class, techniques are demonstrated using software tools and key concepts are illustrated with network trace dumps. This course includes a study of firewalls. Students will learn how to determine if a firewall is needed at a site, assess the firewall, analyze and correct configuration errors, and evaluate the firewall for extranet use.

MBUS 541 Intrusion Detection (3 credits)

This course teaches how to build comprehensive intrusion detection systems and how to protect your organization from common network attacks. Real attack signatures are presented along with working tools. Demonstrations of how to configure and use intrusion detection software show how to get the maximum benefit out of it. This course gives the student a foundation and the knowledge to use specific intrusion detection software and demonstrates some of the significant challenges in intrusion detection: collecting the right type and amount of

data from the network, finding the anomalous traffic among the noise of normal traffic, making sense of the anomalous traffic, and synthesizing what is found to discover trends and new exploits.

MBUS 543 Incident Handling and Malicious Code (3 credits)

The incident handling part of the course is designed to provide a complete introduction using six steps – preparation, identification, containment, eradication, recovery and follow up – one needs to take in the event of a computer incident. Incident handling is intended for both system administrators and managers, because these two groups need to work smoothly together in crisis situations. The malicious code component of the course covers the latest and most commonly used hacker tools and techniques for penetrating computer systems. The focus of the discussion will be on systems running TCP/IP protocols on the Internet, intranets, and extranets. Numerous types of attacks will be covered, including Web server and electronic commerce exploits, new Trojan Horse components, and the latest denial of service attacks. In addition to a detailed discussion of each attack, the course will cover a variety of defensive techniques for each exploit. Many of the tools and techniques will be demonstrated.

MBUS 544 Windows Security (3 credits)

Many security-related issues for Windows NT require more than a basic understanding of Windows NT security exposures and potential control measures. The course covers these issues, including some undocumented features of Windows 2000 that affect security as well as advanced security control techniques. In the lab, students have an opportunity to apply the material learned in class.

MBUS 545 Unix Security (3 credits)

This course begins with a high-level introduction to the UNIX boot process and review of the major UNIX subsystems and continues with a review of the most commonly used commands for navigating and auditing under UNIX. It also includes a review of the most common UNIX services. This is followed by an overview of the most prevalent issues and vulnerabilities facing UNIX security professionals. In addition to analyzing each vulnerability and the associated risks, the course makes recommendations for removing or living with the given services. The course also gives suggestions for how to deal with difficult challenges from the user and management community. Security tools, both public domain and commercial, are introduced, discussed, and demonstrated.

MBUS 550 Computer-Based Decision Support Systems (3 credits)

Prerequisite: MBUS 509 Information Technology for Managers

This course explores the use of decision support systems (DSS) within public and private organizations. Conceptual and practical discussions help students

understand the design and use of these systems. Students will explore commonly used DSS tools and the possible incorporation of these tools in different business environments. A simple decision support system will be designed and developed during the course using a commercially available tool or programming language.

MBUS 551 Computer Simulation in Business (3 credits)

Prerequisite: MBUS 509 Information Technology for Managers

Students will explore computer simulations and their methodology as it applies to private and public organizations. A commercially available simulation language will be used to design and develop a simulation model. The possible use of these models will be explored within different business environments.

MBUS 552 Distributed Processing and Data Communications (3 credits)

Prerequisite: MBUS 509 Information Technology for Managers

This course provides a survey of networking technologies and how they may be used within private and public organizations. The course includes discussions of network operating systems, Internet protocols and Internet security. Students explore network topologies, network design and the basic responsibilities of network administrators.

MBUS 553 Web-Based Applications and Electronic Commerce (3 credits)

Prerequisite: MBUS 509 Information Technology for Managers

Students explore the concepts of e-commerce and how private and public organizations are using the Internet to conduct business operations. Topics include selling and buying of products, EDI, security and legal issues. Design concepts are discussed and project based assignments are used to allow students to design and implement small e-commerce sites to acquire an understanding for the process of managing businesses with e-commerce components.

MBUS 560 Auditing Theory: Research and Assessment (3 credits)

Prerequisites: MATH 200 or BPST 307 or equivalent, BUAD 283 and 384 or equivalents, and six courses – 18 credits – from BUAD 231, 232, 331, 332, 333, 334, 432 or 435 or LRSP 302 or their equivalents

Covers theory and application of generally accepted auditing standards. Reviews classical and current literature on auditing principles and practices. Develops models to assess efficacy of auditing principles and practices. Executes models as appropriate.

MBUS 561 Accounting Theory: Research and Assessment (3 credits)

Prerequisites: MATH 200 or BPST 307 or equivalent, BUAD 283 and 384 or equivalents, six courses – 18 credits – from BUAD 231, 232, 331, 332, 333, 334, 432 or 435 or LRSP 302 or their equivalents

Covers theory and application of generally accepted accounting principles. Reviews classical and current literature on accounting principles and practices. Develops models to assess efficacy of accounting principles and practices. Executes models as appropriate.

MBUS 562 Tax Policy and Strategy I (3 credits)

Prerequisites: BUAD 283 and 384 or equivalents, and six courses – 18 credits – from BUAD 231, 232, 331, 332, 333, 334, 432 or 435 or LRSP 302 or their equivalents

Covers tax policy and strategy for individuals and unincorporated organizations. Includes examination of key tax accounting principles, such as step transactions and substance v. form, the measurement of income, asset exchanges, capital transactions, and business expenses. Also includes income tax aspects of partnership formations, distributions, withdrawals, and terminations.

MBUS 563 Tax Policy and Strategy II (3 credits)

Prerequisites: BUAD 283 and 384 or equivalents, and six courses – 18 credits – from BUAD 231, 232, 331, 332, 333, 334, 432 or 435 or LRSP 302 or their equivalents

Covers tax policy and strategy for incorporated organizations. Includes corporate organizations and § 351, corporate income tax, subchapter S, equity v. debt capital structure, dividends, nonliquidating distributions other than dividends, liquidating distributions, redemptions, corporate reorganizations, and transfer of corporate tax attributes.

MBUS 564 Accounting Information Systems (3 credits)

Prerequisites: MBUS 509, and six courses – 18 credits – from BUAD 231, 232, 331, 332, 333, 334, 432, or 435 or LRSP 302 or their equivalents

Covers the development, implementation, operation, and evaluation of accounting information systems. Includes hands-on development of a prototype accounting system. Also includes the history of accounting information systems.

MBUS 570 Special Topic (1-3 credits)

Prerequisite: topic dependent

Selected topics will reflect faculty specialization or program needs. A special topics course will provide opportunities for additional study in a particular specialized area. May be repeated for credit with a change in topic and mentor permission.

MBUS 580 Commercial Transactions in a Technological Environment (3 credits)

Prerequisite: LRSP 302 Financial and Managerial Accounting Policy

This course covers e-commerce concepts, requirements of the Uniform Commercial Code and the National Automated Clearing House, and Financial Management Services requirements, including fund flows, internal control, and bad debt/risk management.

MBUS 581 Pricing and Negotiating Contracts (3 credits)

Prerequisite: LRSP 302 Financial and Managerial Accounting Policy or equivalents

This course focuses on cost and pricing tools and techniques, and supplier price analysis. Included in the course are analytical pricing techniques and theory, and the application of effective negotiation strategies and techniques.

MBUS 582 Legal and Ethical Aspects of Contracting (3 credits)

This course focuses on both the legal and ethical issues related to contracting in the contemporary legal and regulatory environment. Topics include the law of commercial purchasing; the law of agency, contracts, sales, torts, and antitrust; the Federal Acquisition Regulation and American Bar Association model procurement codes for state and local governments; the authority of purchasing, unauthorized purchases, the rights and duties of sellers and buyers under a contract; and formal dispute resolution.

MBUS 583 Strategic Purchasing (3 credits)

Prerequisite: LRSP 302 Financial and Managerial Accounting Policy or equivalents

This course covers the issues and methodologies related to strategic purchasing and logistics. Topics include the competitive factors of price, product, promotion, place, cost, quality, speed, innovation, and customer service. Attention is given to applying fundamental marketing research techniques and marketplace information to purchasing decisions.

MBUS 591 Directed Study (1-3 credits)

Prerequisite: permission of Program Director

This is an individual study under faculty direction on a topic of relevance to the MBA program.

MBUS 599 Internship (1-6 credits)

Prerequisites: currently enrolled as a degree-seeking student in JMC's MBA program, completion of at least six credits in the MBA program, a minimum GPA of 3.0, and approval of the Program Director.

The Professional Internship Program at JMC offers students opportunities to experience various fields of employment while working with a variety of organizations on important and challenging projects. These experiences augment classroom learning while allowing on-the-job training.

Master of Arts in Liberal Studies

The Master of Arts in Liberal Studies program is a generalist rather than a professional program, with courses designed around central texts, ideas, movements, and problems in Western civilization. As of June 1, 2001, no new students are being admitted to the Master of Arts in Liberal Studies program. While the college will offer courses to enable previously admitted MALS students to complete the degree program, no new students will be accepted.



Professional Development for Educators

A variety of teacher license renewal courses and certificate programs are offered in weekend and evening formats throughout the year. For specific courses, dates and times, consult the current *JMC Professional Development for Educators* flier or the JMC Web site at <http://www.jmc.mwc.edu>.

Certificate in Computer Technology for Educators (5 Credits)

The Certificate in Computer Technology for Educators is designed for educators or administrators who need to become proficient users of technology in a variety of classroom situations. School divisions and institutions of higher learning must incorporate eight technology standards of learning to assure the technology proficiency of educators in the Commonwealth. This certificate program addresses this need. The following courses – four required courses, one elective – lead to a Certificate in Computer Technology for Educators. Courses are offered on weekends for one undergraduate credit each.

Computer Technology for Educators Course Descriptions

Required courses (4 credits)

ITEC 0901 Implementing the Computer/Technology Standards (1 credit)

Provides participants with a basic understanding of computer technology standards required for all students by the end of Grade 5, Grade 8 and for graduation.

ITEC 0902 Introduction to the Internet for Educators (1 credit)

Delivers an overview of the Internet and its resource capabilities. Instructs educators on how to search for and organize information from a variety of networks around the world.

ITEC 0903 Introduction to Desktop Publishing and Multimedia for Educators (1 credit)

Gives an overview of specific applications using desktop publishing and media software. Concentrates on the areas that specifically pertain to educators and will instruct teachers on how to design, create and produce high quality documentation.

ITEC 0906 Implementing Technology into Instructional Programs (1 credit)

Provides participants with a basic understanding of the instructional applications of modern technology. Requires participants to bring a detailed outline of their instructional program.

Elective Courses (take either of the following)

ITEC 0905 PC and Software Maintenance and Troubleshooting Techniques (1 credit)

Gives a strong, non-threatening approach to basic troubleshooting techniques and preventive maintenance procedures for hardware and software. Offers comparisons between upgrading equipment or purchasing new equipment.

ITEC 0907 Assistive Technology (1 credit)

Provides a comprehensive overview of assistive technology solutions for students with special needs. Designed for K-12 teachers and administrators of special needs students in all educational settings.

Certificate in Instructional Leadership (5 credits)

The purpose of the certificate program in instructional leadership is to improve the effectiveness of individuals in instruction-related leadership roles, including lead teachers, department heads, building administrators, and program coordinators. The certificate program requires the completion of five one-credit undergraduate courses. All participants must take the five courses, which progress from fundamental leadership issues and skills to leadership for instructional improvement. A cohort will commit to one weekend course a month for five months.

Instructional Leadership Course Descriptions

EDIL 0001 Leadership Fundamentals (1 credit)

An overview of program goals, assessing personal leadership styles, assessing specific needs of participants, leadership versus management, and leadership fundamentals.

EDIL 0002 Interpersonal Impact and Influence (1 credit)

Topics include communication, adaptability, building positive working relations, motivating others, team/consensus building, and coaching.

EDIL 0003 Shared Leadership and Decision-Making (1 credit)

Group problem-solving, shared decision-making, working with adult populations (teachers, administrators, parents), working through resistance, conflict negotiation and management/crisis intervention, and empowering leadership.

EDIL 0004 Leadership for Instructional Improvement (1 credit)

Topics include data interpretation/analysis; identification, selection, and measurement of appropriate performance indicators; managing required curriculum; strategic decision-making; and aligning performance for success.

EDIL 0005 Leading through Vision: Best Practice (1 credit)

Current trends, issues, best practices for all teachers; research-based strategies and assessment; integration of special education/strategies for diverse student populations; innovation; building momentum for change; and visionary leadership: creating a vision for powerful teaching/learning.

Graduate Certificate In Gifted Education (12-18 Credits)

A Graduate Certificate in Gifted Education is offered for prospective students who possess both a bachelor's degree and a valid Virginia collegiate professional or postgraduate professional license and who wish to pursue the gifted education add-on endorsement only. The certificate requires 12-18 credits of graduate coursework. If a candidate can document – to the satisfaction of JMC faculty and his/her school division personnel office – a year of successful, full-time teaching of heterogeneously or homogeneously grouped gifted students under the mentorship of a gifted-endorsed teacher, the three credits of internship may be waived. Competency in writing – grammar, usage, and mechanics – must also be demonstrated and documented. There must be assurance that all state-required competencies are met. Once all coursework is completed, application for the add-on endorsement is made to the Virginia Department of Education through the school division's personnel office.

Admission requirements include the completion of a brief application and submission of official undergraduate (with a 2.5 minimum GPA) and graduate (with a 3.0 minimum GPA) transcripts, plus a copy of the valid Virginia 5-year renewable license.

Requirements for the certificate, which can lead to a gifted education endorsement, are the following:

EDCI 540 Characteristics and Education of Gifted Students (3 credits)

EDCI 541 Identification and Assessment of Gifted Students (3 credits)

EDCI 542 Teaching Gifted Learners (3 credits)

EDCI 543 Differentiated Curriculum for the Gifted (3 credits)

EDCI 551 Field Internship (3 credits)

Competency: An understanding of and proficiency in grammar, usage, and mechanics and their integration in writing. If competency is not met through prior coursework, TESL

511 Pedagogical and Descriptive Grammar of Modern English is recommended.

For course descriptions, see pages 75 - 77.

Post-Master's Certificate in Educational Leadership

This certificate program is offered for prospective students who already possess a master's degree and wish to pursue the administration and supervision endorsement only. Admission, continuance, and exit requirements are the same as those for the M.Ed. in Educational Leadership. (See pages 67 - 68 for requirements, pages 68 and 71 for required courses, and pages 76 - 77 and 80 - 82 for course descriptions.) A minimum of 24 credits must be completed at JMC, which may include the internship. The actual number of credits that an individual will need to complete will be determined by his/her prior coursework. Graduate-level professional studies coursework for the five-year renewable license will not replace instructional leadership courses. If a candidate has served successfully for one year as a principal or assistant principal at an accredited public or private school, the internship may be waived. If someone with a master's degree would like to complete a second master's, up to nine credits toward the second degree can be transferred into the program. In order to waive or transfer courses, there must be assurance that state-required competencies are met.

Post-Baccalaureate Certificate in Teaching English as a Second Language (TESL) (18 Credits)

For those interested in teaching English overseas or in certain adult education environments in the U.S., JMC offers a series of courses toward a Post-Baccalaureate TESL Certificate. The TESL Certificate is an internationally recognized credential issued upon completion of coursework designed to prepare

teachers for a variety of instructional contexts. Although it does not qualify recipients to teach K-12 ESL, many of the courses for the TESL Certificate also count toward an add-on endorsement for teaching ESL in the Virginia public schools.

Having a TESL Certificate opens vast opportunities for foreign travel and cross-cultural exchange. In recent years, private and public schools in Europe, Asia, Latin America, and the Middle East have offered well-paid teaching positions to individuals holding a TESL Certificate. Churches and other charitable organizations actively seek credentialed individuals to teach English as part of their overseas missions. In addition, many industries, businesses, and government agencies in north-central Virginia seek ESL instructors for their employees. There are also adult education providers in the region who hire qualified ESL instructors for their college preparatory, citizenship, and job training classes.

Admission requirements for the TESL Certificate program include a bachelor's degree and 6 credit hours of foreign language as a program prerequisite or corequisite. For students whose primary language is other than English, advanced English courses must be substituted for the foreign language requirement. The courses for the TESL Certificate may be taken at either the graduate (500-series) or undergraduate (400-series) level.

TESL Certificate Courses

Prerequisites may be waived by permission of the instructor.

Required Courses (12 credits)

- TESL 400/500 Introduction to English Linguistics (3 credits)
- TESL 411/511 Pedagogical and Descriptive Grammar of Modern English (3 credits)
- TESL 412/512 Second Language Acquisition (3 credits)
- TESL 430/530 TESL Methodology (3 credits)

Elective Courses (take any two of the following)

- TESL 401/501 Introduction to Psycholinguistics (3 credits)
- TESL 402A/502A Sociolinguistics and Cross-Cultural Communication (3 credits)
- TESL 410/510 Applied English Phonetics and Phonology (3 credits)
- TESL 413/513 Special Studies in Linguistics and Language Learning (3 credits)
- TESL 414/514 Cross-Cultural Education (3 credits)

For course descriptions, see pages 82 - 84.

National Board Certification Support Courses

JMC offers the following support courses, at the request of local school divisions, for teachers seeking National Board Certification.

PDST 571B The Reflective Practitioner (3 semester credits)

PDST 571C Applied Leadership in Teaching and Learning (3 semester credits)

These courses are designed as extensive professional development experiences and support for teachers pursuing National Board Certification. Participants will be mentored in effectively demonstrating their commitment to students and their learning, knowledge of the subjects they teach and how to teach those subjects to students, ability to manage and monitor student learning, ability to systematically reflect on their classroom practice, and involvement as members of learning communities. Topics will include the five core propositions of the NBPTS, national subject matter standards, research-based practice, using technology, how students learn, developing support, and time management. The courses will emphasize analytic and reflective writing, critical reading and research, writing to prompts, analyzing student work samples, and documenting teaching accomplishments (e.g., videotaping instruction). Participants will be able to mentor and lead other teachers in professional development and National Board Certification.

Mentor Training Institute

The Mentor Training Institute is a non-credit, regional collaborative effort held annually in response to the interest of area school divisions. Representative teachers and administrators from Fredericksburg, King George, Stafford, and Spotsylvania school divisions, and the faculty of the JMC graduate programs in education, convened to select from their collective experience the most important topics for mentor training and those outlined in the Virginia Department of Education document, *Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers*. The purpose of the institute is to train mentors from the region's schools to work with first year teachers and JMC student teachers.

Training Session Topics

The Five Domains and Co-Teaching

This session familiarizes mentors with both the state-required domains for teacher evaluation and the co-teaching model. It establishes how the five evaluation domains can be used as goals for mentoring (e.g., in goal setting, reflection, peer conferencing, and observation). This session also presents the value of co-teaching strategies (one teach/one support, parallel teaching, alternative teaching, station teaching, and team teaching) as demonstration models for mentoring.

Understanding the Needs of the Novice Teacher

What are the concerns of the beginning teacher? What are factors that contribute to burnout and retention issues? This session provides mentors with suggestions and strategies for meeting the immediate needs of novice teachers. Topics include information that should be shared with new protégés on interactions with students, parents, and administrators; classroom organization and management; school site operations; and personal needs. It provides a suggested yearly timeline for assisting new teachers.

The Changing Role of the Mentor

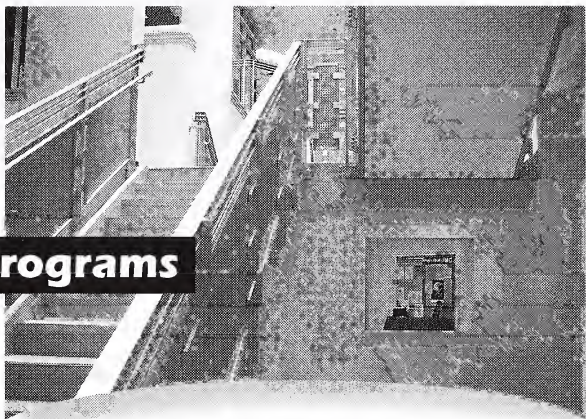
This session distinguishes between evaluation and mentoring and provides an overview of the stages of development/concerns of beginning teachers and their influence on the changing role of the mentor (directing, explaining, sharing, and coaching). What are issues that can derail a mentoring relationship? Emphasis is on ways to explain and share ideas with new teachers.

Practical Assistance for a Smoothly Functioning Classroom

This session provides practical guidelines for assisting beginning teachers in such traditionally troublesome areas as classroom management, instructional planning, assessment and evaluation, student engagement, and time management.

Peer Coaching and Observation (Double Session)

This session presents the roles of the novice teacher and peer coach in the coaching process, the coaching cycle (collaborative planning, data gathering, analyzing and reflecting, and developing an individualized professional development plan), and effective communication in pre- and post-conference conversations (verbal and non-verbal, open-ended questions, active listening, staying in the role of coach).



Certificate Programs

Leadership, Management and Technology

Certificate and certification programs provide specific technological and professional learning in a concentrated format. These programs introduce individuals to new or emerging fields of study, update existing knowledge, and expand employment opportunities. Some programs are designed so that certificate credits apply to a degree in that field.

Certificate in Organizational Leadership (18 Credits)

The 18-credit Certificate in Organizational Leadership provides an educational opportunity for in-depth study and acquisition of key competencies required for effective leadership in a variety of organizations. It is recommended that students have 12 undergraduate credits prior to enrolling in the certificate program. Courses include written and oral components, and may be complemented with additional Web-based instruction. All courses are 6 credit modules.

Certificate in Organizational Leadership Courses

Required Course

LRSP 301 Leadership and Organizational Behavior (6 credits)

Elective Courses (12 credits from the following)

LRSP 302 Financial and Managerial Accounting Policy (6 credits)

LRSP 303 E-Money and Financial Management (6 credits)

LRSP 304 Economics for Managers (6 credits)

LRSP 404 Marketing for Managers (6 credits)

LRSP 405 Human Resource Management and Employment Law (6 credits)

For course descriptions, see pages 50 - 51.

Note: If seeking a degree, awarding of degree will appear on the transcript, not the certificate.

Graduate Certificate in Information Security (18 Credits)

Computer network security is a critical issue confronting information technology (IT) professionals and organizations. In response to this issue, JMC has entered into a unique partnership with the SysAdmin, Audit, Network, Security Institute (SANS) to deliver state-of-the-art network security training to the IT community. Three SANS associates, who are MWC alumni, wanted to share their expertise with others as well as create a graduate-level curriculum at a respected higher education institution. The SANS Institute, a national leader in information security research and education, currently conducts intensive, weeklong classes throughout the country, but the Maryland-based organization can't meet the current demand for its certification courses.

The 18-credit Graduate Certificate in Information Security at JMC is available to those whose positions require the knowledge and skills provided by the Information Security concentration in the MBA program at JMC, but who do not want to pursue the MBA. Completion of the certificate requirements does not ensure acceptance into the MBA program. But students have the option of applying the certificate courses to the MBA's Information Security concentration.

The certificate courses are taught entirely online by national experts in conjunction with the SANS Institute. Courses include the most recent material developed by the SANS Institute. The material provides students with real-world studies based on actual intrusions. A SANS certification exam is included with each course. NOTE: Because of the evolving nature of technology, courses in this certificate program are subject to change.

To be considered for the certificate, the applicant must:

- ◆ Submit a completed *Application to Post-Baccalaureate Certificate Programs*,
- ◆ Submit the non-refundable application fee,
- ◆ Submit official transcripts indicating completion of a baccalaureate degree from a regionally-accredited college or university, and
- ◆ Complete the following six, three-credit courses:
 - MBUS 511 Information Security: Level I
(recommended to be taken first) (3 credits)

MBUS 540 IP and Firewalls (3 credits)

MBUS 541 Intrusion Detection (3 credits)

MBUS 543 Incident Handling and Malicious Code (3 credits)

MBUS 544 Windows Security (3 credits)

MBUS 545 Unix Security (3 credits)

For course descriptions, see pages 92 and 94 - 95.

Post-Baccalaureate Certificate in Accounting (30 credits)

(Anticipated start in Fall 2004 dependent on funding for new faculty)

The Post-Baccalaureate Certificate in Accounting will prepare individuals to assume greater responsibility in the management of organizations and their accounting functions. In addition to providing knowledge, skills and abilities in accounting, the certificate will include courses both required and recommended as preparation to sit for the Certified Public Accountant (CPA) examination.

Persons applying to sit for the CPA examination on or after July 1, 2006, in the Commonwealth of Virginia must possess at least 150 credits of college education, including a baccalaureate or higher degree conferred by an accredited college or university. As part of the required degree and credits or in addition to them, applicants must have completed an accounting concentration or the equivalent – 30 credits of accounting – plus an additional 24 credits in business courses other than accounting.

The accounting certificate will be available to those whose positions and goals require the knowledge and skills provided by the concentration, but who do not want to pursue the MBA. Completion of the certificate requirements will not ensure acceptance into the MBA program, but courses could be applied to the Accounting concentration in the MBA program.

Entrance requirements will be 18 credits in accounting – six courses – from BUAD 231, 232, 331, 332, 333, 334, 432 or 435 or LRSP 302 or their equivalents completed during the past 10 years with a grade of B or higher.

To be considered for the certificate, the applicant must:

- ◆ Submit a completed *Application to Post-Baccalaureate Certificate Programs*,
- ◆ Submit the non-refundable application fee,
- ◆ Submit official transcripts indicating completion of a baccalaureate degree from a regionally-accredited college or university, and
- ◆ Complete the following courses:
 - MBUS 502 Financial Decision Making for Managers
 - MBUS 505 Quantitative Methods for Business
 - MBUS 509 Information Technology for Managers

MBUS 512 Organizational Research and Assessment
MBUS 550 Computer-Based Decision Support Systems
MBUS 560 Auditing Theory: Research and Assessment
MBUS 561 Accounting Theory: Research and Assessment
MBUS 562 Tax Policy and Strategy I
MBUS 563 Tax Policy and Strategy II
MBUS 564 Accounting Information Systems

For course descriptions, see pages 92 - 93 and 95 - 97.

Post-Baccalaureate Certificate in Contracts and Procurement Management (25 Credits)

Industry and all levels of government increasingly meet new demands for their products and services by contracting – either by contracting out for the direct delivery of goods and services or by hiring contractors. This business phenomenon creates the need for sophisticated procurement professionals who possess specific training in contracts and procurement management, business administration, and information technology, thereby ensuring that their organizations will receive the best value for contract spending. Organizations providing contracted services must employ skilled procurement professionals to successfully compete for and deliver high-quality products and services – on time and within budget.

Additionally, the U.S. Office of Personnel Management's new qualification standards for contract professionals reflect this demand for increased professionalism. Senior-level procurement professionals – contract specialists – now need to have at least a bachelor's degree and 24 academic credits in accounting, business, finance, law, contracts, purchasing, economics, industrial management, quantitative methods, or organization and management. Entry-level procurement specialists must have a bachelor's degree or 24 academic credits in the above-listed subjects. With as many as 50 percent of federal procurement professionals retiring within the next five years, and few replacements in the pipeline, the need for new personnel and ongoing training will be amplified. All private industry sectors, as well as state and local government agencies, face comparable challenges while seeking to enhance the professional capabilities of individuals serving in this critical business arena.

The 25-credit Post-Baccalaureate Certificate in Contracts and Procurement Management is available to those whose positions require the knowledge and skills provided by the concentration, but who do not want to pursue the MBA. Completion of the certificate requirements does not ensure acceptance into the MBA program. If a candidate is admitted into the MBA program, the certificate courses can be applied to the program.

To be considered for the certificate, the applicant must:

- ◆ Submit a completed *Application to Post-Baccalaureate Certificate Programs*,
- ◆ Submit the non-refundable application fee,
- ◆ Submit official transcripts indicating completion of a baccalaureate degree from a regionally-accredited college or university, and
- ◆ Complete the following seven courses:
 - BPST 307 Research Design and Quantitative Methods (4 credits)
 - LRSP 302 Financial and Managerial Accounting Policy (6 credits)
 - MBUS 502 Financial Decision Making for Managers (3 credits)
 - MBUS 580 Commercial Transactions in a Technological Environment (3 credits)
 - MBUS 581 Pricing and Negotiating Contracts (3 credits)
 - MBUS 582 Legal and Ethical Aspects of Contracting (3 credits)
 - MBUS 583 Strategic Purchasing (3 credits)

For course descriptions, see pages 49 - 50, 92, and 97 - 98.

Technology Academy



JMC's Technology Academy acknowledges and anticipates changes in the technology industry and provides high quality non-credit technical training by offering seminars, workshops and courses to meet the training needs of individuals, business, industry and government.

Open Enrollment MCSE, A+, Network+ and IC3 Training

Certification in IC3, Network+, A+, MCP (Microsoft Certified Professional) or MCSE (Microsoft Certified Systems Engineer) provides clients with an industry recognized credential that validates their skills and knowledge. The Technology Academy offers open enrollment non-credit computer classes to individuals who want to prepare for these certifications. Our classes provide high quality, hands-on instruction.

Microsoft Certified Systems Engineer (MCSE)

The Microsoft Certified Systems Engineer credential is the premier certification for professionals who design and implement the infrastructure for business solutions based on the Windows platform and Microsoft server software. Implementation responsibilities include installing, configuring, and troubleshooting network systems.

The JMC program complies with rigid industry standards. Students will receive a high-quality educational experience – the kind that MWC is known for. Designed for IT professionals, courses prepare students to pass the following Microsoft exams:

70-270 Microsoft Windows XP Professional

70-215 Microsoft Windows 2000 Server

70-216 Microsoft Windows 2000 Network Infrastructure

70-217 Microsoft Windows 2000 Active Directory Services

70-219 Designing a Microsoft Windows 2000 Directory Services Infrastructure

70-222 Migrating from Microsoft Windows NT 4.0 to Windows 2000

70-221 Designing a Microsoft Windows 2000 Network Infrastructure

A+ Certification

This program is designed specifically for any individual interested in demonstrating the knowledge, technical expertise and other related skills essential for successful entry-level computer service technicians, as defined by experts from companies across the industry. Many businesses require this certification because the majority of hardware vendors will allow only A+ certified technicians to perform warranty service.

Network+ Certification

Network+ is a certification that measures the technical knowledge of networking professionals with some experience in the IT industry. The Network+ certification establishes an individual's fundamental IT skills in the areas of basic networking concepts and technologies. The certification also acts as a foundation for more advanced network training.

Internet and Computing Core Certification (IC3)

Today's economy requires familiarity with computers and the Internet. IC3 offers certification candidates the opportunity to demonstrate computer and Internet literacy through a worldwide industry standard that accurately validates skills and productivity in the workplace.

IC3 certification is the ideal starting point for newcomers to the computer and information technology industry. This certification measures an individual's Internet and computing literacy skills to enter current job markets or begin higher education programs.

Customized Corporate Training

The Technology Academy is dedicated to providing organizations with the high quality training necessary to keep employees current and productive in today's changing workplace. Our trainers develop customized programs unique to area industries. Whether on-site at our customer's location or in one of JMC's classrooms, the Technology Academy provides convenience and customized service at a competitive price.

Our classes provide hands-on training and participants receive workbooks containing exercises and reference material that supplement the course. Training

covers popular office application software such as word processing, spreadsheets, database management and desktop publishing. Other computer skills training includes Web page development, Internet, network troubleshooting and more.

Customized programs developed for area employers include but are not limited to Microsoft Office applications, Outlook, FrontPage, PowerPoint, Word, Excel, Access, Microsoft SQL Server, and Microsoft Windows 2000 Server.

Videoconferencing Center

Area businesses and organizations are invited to use JMC's two 28-seat, state-of-the-art videoconferencing theaters to connect with associates located anywhere in the world. Equipment in the theaters include cameras, networked computers, printers, video projectors, microphones, SMART boards, fax machines, VCRs and visual presenters. JMC can provide expert technicians to operate the equipment while clients link with persons at other sites to conduct meetings, training, interviews, depositions and more.

Brokered Programs

Commonwealth Graduate Engineering Program (CGEP)

The Fredericksburg area site of the Commonwealth Graduate Engineering Program, coordinated by JMC, is part of an academic network of graduate degree programs provided through Virginia Tech, the University of Virginia and Old Dominion University.

CGEP allows a student to earn a master's degree in one of 12 disciplines of engineering with minimal sacrifice to family or employment responsibilities. Through CGEP's new interactive distance-learning technology, NET.WORK.VIRGINIA, students can communicate with their instructors as well as with students in classrooms at other sites.

NET.WORK.VIRGINIA is an advanced, broadband network with very high capacity delivering simultaneous transmission of full voice, data and video services. For additional information about the brokered programs, go to www.jmc.mwc.edu.

Rappahannock Region Small Business Development Center (RRSBDC)

The Rappahannock Region Small Business Development Center helps entrepreneurs and small businesses establish, manage and expand their organizations. The RRSBDC provides expert, one-on-one, confidential counseling at no cost, and it offers seminars and training programs in all aspects of small business management for low cost.

These services are available to any existing or start-up small business or potential entrepreneur in Fredericksburg and the surrounding counties. The RRSBDC's main office, located at JMC, serves clients from the city of Fredericksburg and the counties of Caroline, King George, Spotsylvania, Stafford and the eastern portion of Prince William. The RRSBDC's Warsaw office serves eight counties in the Northern Neck and Middle Peninsula.

The training and seminars include the two-hour First Steps for Starting a Business workshop and the more advanced business planning class called NxLevel for Entrepreneurs. The RRSBDC helps clients find loan guarantees and prepare loan packages. The center also assists clients in locating manufacturers and trade associations, and it puts entrepreneurs in touch with other sources of support, including local, state and federal business development programs. The center maintains a library filled with reference books, brochures, articles and forms of interest to small business.

The RRSBDC was established in 1992 and is funded by the U.S. Small Business Administration, the Stafford County Industrial Development Authority, Mary Washington College and the Levi-Strauss Community Transition Fund.

For more information, visit the RRSBDC Web site at <http://www.jmc.mwc.edu/sbdc/>, call 540/286-8060, send an e-mail to rrsbdc@mwc.edu, or write to RRSBDC, 121 University Boulevard, James Monroe Center, Fredericksburg, VA 22406.

JMC Calendar

Fall 2003 Semester

Registration begins for continuing JMC students registering for JMC courses	March 31
Registration begins for new JMC students registering for JMC courses	April 16
On-site registration for fall semester 4 to 7 p.m. in JMC lobby.....	August 19
New Student Orientation	August 21
First day of classes for first seven-week session and 14-week semester.....	August 25
Last day to register or add first seven-week courses.....	August 27
Last day to register or add courses for 14-week semester.....	August 29
Last day to drop a first seven-week course without a grade of W.....	September 5
Last day to change to/from a pass/fail grade for first seven-week session	September 5
Last day to drop a 14-week semester course without a grade of W.....	September 12
Last day to change to/from pass/fail grade for 14-week semester	September 12
Last day to drop a first seven-week session course without an automatic F	September 18
Last day to withdraw from the first seven-week session (all courses)	October 10
Students may not withdraw from the semester once a grade is received in a first seven-week session.	
Last day of classes for the first seven-week session	October 10
Fall break for the 14-week semester courses	October 11-14
Final exams for the first seven-week session.....	October 13-17
Last day to register or add for the second seven-week session	October 16
First day of classes for the second seven-week session	October 20
Last day to drop a 14-week course without an automatic F.....	October 24
Last day to drop a second seven-week course without a grade of W	October 31
Last day to change to/from a pass/fail grade for the second seven-week course	October 31
Last day to drop a second seven-week course without an automatic F for students registered only for the second seven-week session.....	November 12
Thanksgiving Break	November 26-30
Last day to withdraw from the semester for students registered only for the 14-week semester	December 5
Last day of classes for the 14-week semester.....	December 5
Last day of classes for the second seven-week session.....	December 9
Last day to drop a second seven-week course with a grade of W for students registered for an already completed session course and no 14-week course	December 9
Final exams for the 14-week semester	December 8-12

Final exams for the second seven-week session	December 10-12
First day of class for Spring 2004.....	January 12, 2004

Fall 2003 Semester Seven-Week Session Schedule

First Seven-Week Session

Fall 2003 advance registration begins for continuing JMC students	March 31
Registration begins for new JMC students registering for JMC courses.....	April 16
On-site registration for fall courses 4 to 7 p.m. in JMC lobby.....	August 19
New Student Orientation	August 21
First day of classes for the first seven-week session	August 25
Last day to register or add first seven-week courses.....	August 27
Last day to drop a first seven-week course without a grade of W.....	September 5
Last day to change to/from a pass/fail grade for the first seven-week session	September 5
Last day to drop a first seven-week course without an automatic F	September 18
Last day of classes for the first seven-week session	October 10
Last day to withdraw from the first seven-week session (all courses)	October 10
Students may not withdraw from the semester once a grade is received in a first seven-week session.	
Final exams for the first seven-week session.....	October 13-17

Second Seven-Week Session

Fall 2003 advance registration begins for continuing JMC students	March 31
Registration begins for new JMC students registering for JMC courses.....	April 16
On-site registration for fall courses 4 to 7 p.m. in JMC lobby.....	August 19
New Student Orientation	August 21
Last day to register or add for the second seven-week session.....	October 16
First day of classes for the second seven-week session	October 20
Last day to change to/from a pass/fail grade for the second seven-week session.....	October 31
Last day to drop a second seven-week course without a grade of W	October 31
Last day to drop a second seven-week course without an automatic F for students registered only for the second seven-week session.....	November 12
Thanksgiving Break	November 26-30
Last day of classes for the second seven-week session.....	December 9

Last day to drop a second seven-week course with a grade of W for students registered for an already completed session course and no 14-week course	December 9
Final exams for the second seven-week session	December 10-12

Spring 2004 Semester

Registration begins for continuing JMC students registering for JMC courses	October 27
On-site registration for spring semester 4 to 7 pm in JMC lobby	January 6
New Student Orientation	January 8
First day of classes for the first seven-week session and 14-week semester	January 12
Last day to register or add first seven-week courses.....	January 14
Last day to register or add courses for the 14-week semester	January 16
Last day to drop a first seven-week course without a grade of W.....	January 21
Last day to change to/from pass/fail grade for first seven-week session	January 21
Last day to change to/from pass/fail grade for 14-week semester.....	January 30
Last day to drop a 14-week semester course without a grade of W.....	January 30
Last day to drop a first seven-week session course without an automatic F	February 9
Last day to withdraw from the first seven-week session (all courses)	February 28
Students may not withdraw from the semester once a grade is received in a first seven-week session.	
Last day of classes for the first seven-week session.....	February 28
Spring break for the 14-week semester courses	March 1-5
Final exams for the first seven-week session.....	March 2-6
Last day to register or add courses for the second seven-week session	March 4
First day of classes for the second seven-week session	March 8
Last day to drop a second seven-week course without a grade of W	March 19
Last day to change to/from pass/fail grade for the second seven-week session.....	March 19
Last day to drop a second seven-week course without an automatic F for students registered for the second seven-week session only	April 5
Last day to withdraw from the semester for students registered for 14-week semester only	April 23
Last day of classes for the 14-week semester.....	April 23
Last day of classes for the second seven-week session.....	April 23
Last day to drop a second seven-week session course with a grade of W for students registered for an already completed session and no 14-week course	April 23
Final exams for the second seven-week session	April 26-30
Final exams for the 14-week semester	April 26-30

Spring 2004 Semester Seven-Week Session Schedule

First Seven-Week Session

Registration begins for continuing JMC students registering for JMC courses	October 27
On-site registration for spring semester 4 to 7 p.m. in JMC lobby	January 6
New Student Orientation	January 8
First day of classes for the first seven-week session	January 12
Last day to register for or add first seven-week courses.....	January 14
Last day to drop a first seven-week course without a grade of W	January 21
Last day to change to/from pass/fail grade for first seven-week session	January 21
Last day to drop a first seven-week session course without an automatic F	February 9
Last day of classes for the first seven-week session	February 28
Last day to withdraw from the first seven-week session (all courses)	February 28
Students may not withdraw from the semester once a grade is received in a first seven-week session.	
Final exams for the first seven-week session	March 2-6

Second Seven-Week Session

Registration begins for continuing JMC students registering for JMC courses	October 27
On-site registration for spring semester 4 to 7 p.m. in JMC lobby	January 6
New Student Orientation	January 8
Last day to register or add a course for the second seven-week session	March 4
First day of classes for the second seven-week session	March 8
Last day to drop a second seven-week course without a grade of W	March 19
Last day to change to/from pass/fail grade for the second seven-week session.....	March 19
Last day to drop a second seven-week course without an automatic F for students registered for the second seven-week session only	April 5
Last day of classes for the second seven-week session.....	April 23
Last day to drop a second seven-week session course with a grade of W for students registered for an already completed session and no 14-week course	April 23
Final exams for the second seven-week session	April 26-30

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Faculty Fax.....	286-8045
Information Desk.....	286-8000
JMC Honor Council.....	286-8079
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Security Phone	286-8055

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